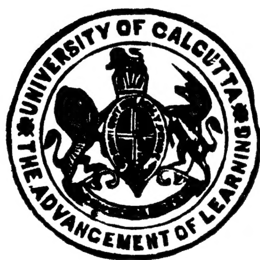
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The 6th March, 1915

The Right Hon'ble Charles Baron Hardinge of Penshurst, M.A., P.C., G.C.B., G.C.M.G., G.C.V.O., G.M.S.I., G.M.I.E., I.S.O.

Chancellor

MR. VICE-CHANCELLOR AND GENTLEMEN,

It gives me much pleasure to preside once more at your Convocation, and to welcome Dr. Sarvadhikary to the first Convocation at which he has officiated as Vice-Chancellor. Few people realise the great volume of work, worry and responsibility that falls to the Vice-Chancellor, and I think we all owe him a debt of gratitude for so cheerfully shouldering this burden and wish him every success in his heavy task.

As I have already said on a previous occasion, I value my position as Chancellor of the Calcutta University, especially because it brings me into direct contact with the students of India in whose welfare I am keenly interested. I am glad also to think that, during my Viceroyalty, there has been considerable progress in university education.

In 1904 the Universities of India were invited to take a higher part in the educational activity of the country than the mere examination of students taught in independent Colleges. The Government of India assisted them by funds to obtain closer

control over the affiliated Colleges by means of periodical inspection. The funds however were not forthcoming at that time to enable our Universities to undertake the important functions of teaching and research, and I am pleased to think that during my term of office, Government have been able to place Universities in a position to perform this duty. It is a matter of congratulation that this example has been followed with generous gifts from two of your fellow citizens—I mean the late Sir Taraknath Palit and Dr. Rashbehary Ghose. In the past few years the Government of India have contributed Rs. 12,00,000 for the capital requirements of your University, which also now draws an annual sum of Rs. 1,28,000 by way of subsidy towards its recurring requirements—a sum, the capitalised value of which amounts to more than 36½ lakhs.

I do not propose to give you a history of all that has passed in this period. Indeed, it would be impossible to do so; for the movement which has been initiated is as yet incomplete. We still stand on the threshold and amid the preliminary difficulties of what I believe to be a new era in the history of Indian Universities, their transition from a purely examining to a partly teaching university type. I may point out that the number of Arts College students in the area over which your University holds jurisdiction has, between 1910 and 1914, nearly doubled, increasing from over 9,000 to nearly 18,000, the annual number of your matriculates has increased from nearly 3,000 to nearly 7,000, that of your graduates has trebled, and that of those who pass the master's degree has quadrupled; and I might elaborate this expansion along many lines and

ask you to reflect what this great expansion means. I prefer, however, on this occasion to confine myself to three special considerations, which to my mind are of the first importance.

The first is the increased interest which has arisen in the teaching of science subjects. University inspection combined with an ordered procedure in affiliation has, I believe, considerably raised the standard of instruction in the colleges. Some of the laboratories attached to these institutions can now compare favourably with any in the world. The teaching staffs have been strengthened. Your advanced students produce papers dealing with subjects of research which are accepted by leading scientific journals in Europe. The benefactions to which I alluded above were both made for the advancement of scientific teaching and research. I am not fully aware of the dispositions you propose for the utilisation of these donations or of the Rs. 12,000 a year of Imperial grant which is to be expended on the upkeep of your University Laboratories. But, much as we admire the triumphs which India has achieved in the field of humanitarian studies, it is a matter for satisfaction that her sons are now advancing along the path which will enable her to take her due place in a civilisation which demands other qualities besides those of poetic sense or philosophic contemplation. While I am on this theme, I should like to acknowledge similar advances made elsewhere. For Bengal is not alone in her awakening to the need of scientific training. In Bombay the contributions of a few public-minded citizens to the proposed Royal Institute of Science have totalled nearly 25 lakhs, while Sir Chinubhai Madhav Lal has endowed the

Institute of Science of Ahmedabad with six lakhs, giving a further two lakhs to the Gujerat College with which it is associated.

The second point which I note is this. The universities of India have recently made laudable efforts, which have been substantially aided by my Government, to provide for themselves local habitations in the shape of buildings befitting their dignity, and libraries where their *alumni* may learn the use of books and the methods of investigation and research, which collections of books alone make possible. Nor has Calcutta been behindhand. Thanks to the generosity of the Maharaja of Darbhanga, you are now possessed of a handsome library. The students of your Law College are accommodated in a hostel towards which my Government contributed three lakhs. We have also made a grant of eight lakhs for the purchase of a valuable site which abuts on your University buildings and the acquisition of which should permit of a further extension.

The last subject on which I shall speak is one upon which I feel strongly. Early in my term of office I made a point of personally investigating the conditions in which students in Calcutta reside. It is a matter of common knowledge that these conditions leave much to be desired and that, even where in default of hostels the lodgings occupied are unobjectionable on sanitary or other grounds, there is little chance for that community and pleasant intercourse of life which Cardinal Newman described as worth more than all the teaching and examination which a non-residential university can provide. Two years ago, your Vice-Chancellor described it as a matter of the deepest regret that visible progress had

not yet been effected in the erection of hostels for Colleges in the city other than the University Law College; "and," he continued, "to all interested in the welfare of our students, it is still a matter of grave concern that they continue in many instances to live under very unfavourable conditions." The University Law College has a commodious hostel; I am proud that it bears my name. There are also good hostels attached to some of the colleges. But I understand that a large number of University students and practically all those of certain colleges have no place of residence save what they can find, in the shape sometimes of licensed and subsidised hostels, up and down the city. In the past few years, my Government has given out a capital grant of 14 lakhs for hostels in Calcutta, exclusive of the three lakhs given for the Hardinge Hostel and of a further 24½ lakhs given for hostels in the mofussil. Imperial Funds have also contributed over 3¼ lakhs towards the building of the University Institute on the completion and success of which I lay great stress as one of the few social links which may bind your students into the corporate life proper to a University. Thus Government has done much. But I cannot conceal from myself that much more still remains to be done. And I would urge upon the University the desirability of consolidating its work by some concentration of energy on the residential system, without which the creation of new chairs and the construction of new laboratories are but too likely to prove of little avail. With a view to contribute towards this end and to commemorate this visit, I am glad to announce that my Government will make a further capital grant of ten lakhs to the University of Calcutta, on

certain conditions, for the building of hostels for undergraduates studying in affiliated Colleges in Calcutta.

As this is the last occasion upon which I shall have the honour of presiding as your Chancellor at Convocation, I would like to address a few words to the students of the University.

I have myself been a student at the University of Cambridge for a spell of 3½ years; and although I can recall periods of what seemed to me then hard work and unwelcome drudgery, I now look back upon that time with grateful enthusiasm as some of the happiest years of my life. I am aware that my tutor was a little disappointed with me and the results of my examinations; still it is not by the results of examinations that one is able to truly gauge whether a young man has profited or not by his residence in the University. Nor can it be said that the standard of education of a student and his utility in after-life depend upon the knowledge in some special subject that he is able to assimilate in his brain for the time being. Still, what I learnt, and what I veritably believe to be even more valuable for practical life in this world, was the power of concentration and assimilation, and these are qualities that each and every student should assiduously cultivate for himself and that no tutor, however gifted, can teach. I feel that I have here made a personal digression, but what I wish to say a few words about to you to-day is the meaning of University life and the part that you students should play in it.

In the modern State, one of the chief objects of those who are responsible for its good government

should be the encouragement of the moral and intellectual development of the people. The natural channel through which such progress should be safely obtained is through its educational establishments such as universities and schools. The primary schools are the lowest of such institutions and are intended to educate and raise the people of the soil, while the secondary schools to which a comparatively limited number proceed are utilised for the development of education and expansion of knowledge amongst a class of people who, as useful members of the commonwealth are in a position to exercise a beneficial influence on their surroundings, and on those who have not had the privilege of enjoying similar advantages. But it is from the universities that we hope and expect to find those pioneers of higher intellectual thought and reason, who not only contribute to the knowledge of the world, but also impress upon the State the individuality of their views and the refining influence of their higher aspirations. In this sense the university plays a very important part in the State since it is indisputable that, with but few exceptions, those who rise to the highest positions in the public and intellectual life of the nation are those who have passed through the portals of the university and have thereby acquired not merely academic knowledge but a wider outlook upon life together with a more penetrating insight into the ways and character of men. It is the higher and more intelligent life of the university that should be the training ground of the nation's most distinguished sons, whether in public life or in the highest intellectual pursuits. Thus it is in accordance with the duty of the State and an

act of patriotism in all those concerned, to maintain the universities at the highest possible level of intellectual efficiency, and in so doing they may rest assured that, with the course of time, men of the highest talent and intellect will emerge, and that their efforts will not have been in vain.

Now it is as well that students also should realise their duties and responsibilities towards the university of which each one of them is a small but component part. Just as they enjoy the advantage of the prestige of the university, so they should do all in their power to maintain and even to uplift it. The best way to do this is to make the utmost of their opportunities, to foster noble thoughts, to develop intellectual ideas and to strive to live at a higher level of life. The path is hard and stony, and it is only by incessant toil and strenuous effort that the goal of learning can be reached. It is not in the backwaters of university life, but in the full stream of mental activity and intellectual competition produced by contact with greater minds that the cultivation of the intellect can be perfected. These are opportunities which present themselves during your university career. To reap the full benefit of your residence at the university you must strive for concentration in your ideas and assiduity in your studies. At the same time there is plenty of room for enjoyment, and toil brings with it its own reward, its own pleasures and its own happiness. Those who aim at reaching the highest plane must live accordingly, and must look for their pleasures and enjoyment in the lighter side of intellectual research. Do not forget that the night cometh when no man can work. So also with character, without

which learning is of no avail, to secure success in life. The precepts and principles of character can only be inculcated from earliest childhood and cannot be taught, though they may be inspired by noble example. As was said recently by a great English statesman—"You cannot have a class of character or a class of morals, but you can imbue individuals with the tone and atmosphere of your universities and your professors." It is character in combination with learning that makes a man, the man of whom the State needs so many, and for whom the demand is unfortunately far greater than the supply. Man is as he made himself; man will be as he makes himself. It is true that external circumstances may influence the development of a man, nevertheless his ultimate formation depends largely upon himself, and in his daily life he is determining his own future and what sort of man he shall be. The highest code of ethics and of chivalry, embracing honour, loyalty, uprightness and devotion to duty for duty's sake, are qualities that must be cultivated from infancy, and a noble character creates by noble deeds a source of inspiration and provides an example for future emulation. These are the men who succeed in the world's rivalry, and it is such men that I would wish to see trained and developed in this great University. India has need of every one of such men and the need grows greater every day. So long as such men are produced in these seats of learning no nation need despair, and I look forward with the hope and confidence that the students of this University in particular may even now and in the future so shape their lives that on their arrival at the age of maturity they may each in their own way, whether in the

field of literature or science, or whether in public or private life, render valuable assistance and co-operation to the Government of India in welding together into one civilised and progressive whole the destinies of this great Empire. They should also endeavour to show to the world that the East is not only recovering its former position of supremacy in the arts and sciences, but that India is at the same time training up a race of men who in the words of Milton, the great poet and educationist, shall be "enflamed with the study of learning and the admiration of virtue; stirred up with high hopes of living to be brave men and worthy patriots, dear to God, and famous to all ages."

And now I have done, and it remains for me to take leave of you all, and in doing so I wish to tell you how much the young men of India will always be in my thoughts and in my prayers for their own welfare and the prosperity of this Indian Empire so largely dependent upon them and their efforts. I would like to add that it has been to me a source of great satisfaction to learn that there is a large number of medical students of this University amongst the Ambulance Corps recently formed and offered by Calcutta to the military authorities for employment with our troops overseas—an offer which the Government of India have gratefully accepted. Although its destination has not yet been definitely settled, this Ambulance Corps will probably be employed in Mesopotamia and possibly as a river ambulance service. I am confident it will do well. With these few words I bid you farewell, and may God bless this University to all time.

The 6th March, 1915

The Hon'ble Dr. Devaprasad Sarvadhikary, Suriratna, C.I.E., M.A., LLD.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

Since we met last in Convocation, momentous changes have come over the world at large and no less over the academic world. Unmaking of history is being attempted on an unheard-of scale, with ruthlessness that few classic expletives will aptly portray. Strife that no recorded chronicle can parallel, beggaring what Homer, Vyas, Valmiki, or Markandeya dared depict, is raging for the negation of human progress. Soul-uplifting tenets have been distorted and the land of Goethe, Schiller, Kant, Hegel and Schopenhauer, has debased them for gross purposes in a manner befitting the diseased and degenerate channels through which such teachings, bereft of their true innerness, passed Westwards. To the East the blow is doubly distressing. While sharing the material losses and sufferings of the West, it has the additional mortification of moral and spiritual discomfiture by reason of the woeful backslidings of those who, ere now, held up to the admiring gaze of the Western world Eastern teachings of which they have proved the worst mockers.

Whence comes this conflict between ideals and practice, this war between spirit and matter, that threatens to raze to the ground the edifice of a lofty

idealism that, with the aid of Oriental thought, Germany had helped to build up? What has led an entire people to this frenzied aberration? Is it not because they thought of storming the fortress of reason by force? They have sought to enter the Temple, not bare-footed and lowly, as were meet, but in Blücher boots and with clanging hangers, forgetting that even the Titans failed to scale the heavens and take them by violence. "Heroes of force without scruple," they forget that possession of the key to the sanctuary,—nay, the very right to "worship at the Gate,"—must be founded on essential moral qualifications. Without the gift of inner vision, the Book of Wisdom though open, would remain sealed with seven seals. A spiritual philosophy, teaching the soul's domination of matter—a philosophy that has in other ages and climes been the mother of Charity and the hand-maiden of Peace, has on Prussian soil bred a new atheistic brood,—the doctrine of the Superman and of the new "dispensing power,"—the power of the State to abolish the unwritten moral charter of mankind, contemptuously termed by "Kultur," "Slave Morality." The churned ocean, so the tradition runs, yielded both nectar and poison; but poison such as even the Great Good, could with difficulty withstand, became Germany's portion. The ancient drama of Indra and Virochana as to choice between Wisdom and Power has been re-enacted in the field of German thought.

And gradually rose the terrible fetish of a supreme and ultimate State Efficiency, the new Absolute with the mailed fist;—a rigid Absolute

crushing down by sheer mass and dead weight, and by drill and routine, all instinct, initiative and free play of spontaneity. German Philosophy has been struck blind; she has ignored the basic principle of life Not unity of Being, but diversity of Becoming has been her latter-day quest. There is an eternal rush, an eternal cycle of misery and unrest, as the goalless goal; and most woeful of all, the melancholy madness of turning away from the Eternal Peace, the tranquil, the ineffable One, abiding in His Seat, the Heart of the World. Now, however, that the barrack view of human life has been seen bare, we may hope that the educational, the social and the economic ideals of the world will be freed from the baneful spell cast upon them. German history, economics, and philosophy manufactured to Imperial order for State purposes, can no longer hold the sway, however much vassal scholarship may bend itself and unwilling Science be "harnessed to the chariot of destruction." Captive Science will be once more freed from her chains by the Angel of Wisdom.

THE WAR AND THE UNIVERSITIES.

When the latent and untamed *Asura* in man, masquerading as the spurious Superman, was let loose and manifested itself in remorseless savagery, a campaign of senseless destruction of venerable seats of learning, Libraries, Churches, Museums, and priceless Works of Art began,—the like of which was never witnessed since the treasures of Alexandria were consigned to the flames. It came to be openly avowed that to crush out a nation's

vitality, to debase and terrorise it for all time, its material, intellectual and spiritual well-being must alike be crushed. Appalling war-ethics, against which even childhood and womanhood are not proof, have been set up in justification.

Nowhere would this overthrow of the olden order be more keenly felt and resented than in Institutions charged with the maintenance of the world's ideals, and promotion of genuine culture. No University that realizes its responsibilities can let such a travesty of ethics pass unchallenged. The Syndicate of your University felt it its duty to raise its voice of strong protest, for the moment unheeded, against such barbarism and to express its deepest sympathy with time-honoured seats of learning like Louvain in their sufferings.

Unwilling to withhold due mead of praise even from the enemy whose contributions in the past to the world of Science and Literature have otherwise been considerable, one is bound to take stock of the situation in the light of the terrible happenings around and safe-guard culture,—the test and strength of which always is the protection of the weak and due respect for others' rights. In Ruskin's memorable words races, like individuals, can only reach their true strength, dignity or joy in seeking each the welfare and exulting in the glory of the other. True culture, with its inalienable adjunct of " Sweetness and Light " is, in the Seer's words, a perpetual compact of our different strengths to contend for justice, mercy and truth throughout the world. It is to be hoped, that there will now be a new and better Revival, the birth pangs of which

are shaking the foundations of the world. There will be room and time for self-examination and introspection and for re-discovery of the Fountain-head of Good. Thus alone would the good be rescued and the wicked confused; thus from age to age is Righteousness enthroned.

Thanks to the strong arm that protects us, in our own seats of learning here, we are free to follow congenial pursuits which in similar Western seats are, for a time, suspended. It is doubly our duty now,—to cultivate and conserve ideals that were our making in the past and are our hope of the future and that helped some in the West less than we had fondly imagined. There is reason for abundant gratitude for ability and means to continue our work.

Oxford, Cambridge, Edinburgh, Aberdeen, St. Andrews and other Universities, as well as schools like Eton and Harrow, the kindly hospitality of which to your delegates three years ago is never to be forgotten, have sent out students and professors in their hundreds for avenging Humanity's wrongs. The figures quoted by Mr. Asquith day before yesterday are an object lesson of great significance. Six thousand Members of the Universities are serving in the ranks and two-thirds of the undergraduates have volunteered for service. Many of our own students in England are contributing their humble quota to the work in hand, readily falling into their appointed places as combatants or non-combatants as occasion demands. Their work, it is gratifying to note, is well spoken of.

England and India have long been working together in fields of peace. They have now been called upon to fight side by side in the common cause. And not alone the constituted Army of India,—which has earned the high commendation of His Majesty the King-Emperor for gallantry and steadiness in hitherto unfamiliar fields of battle—but Indian civilians as well, have opportunities of responding to the call. It was Great Britain's singular triumph to encircle the world with a girdle of steel. To-day she has achieved a greater glory and is able to summon and receive prompt and willing assistance in defence of the Empire from all parts of the globe. A ring of a different kind has also been drawn around. If it be a great triumph for British bayonets and "wireless" masts to glitter in twenty-four hours of unbroken sunshine—it is still more glorious to be able to encircle the world with a girdle of united prayer from all races, and creeds, in the cause of Righteousness. And it is encouraging to feel that Advancement of Learning, with which England has always been identified, has played a notable part in attaining this great end.

We, who are yet so distant from the seat of War and consequent sufferings but little realise its agonies. How homes hitherto bright and cheery have been plunged into unfathomable grief that no one dares or cares to voice at such a juncture, how the hope and the flower of the family have gone forth to battle against odds, how they have stemmed the tide of impending disaster in a strife in which properties of life and conventions of morality, decorum and religion are mercilessly trampled upon

and how in so doing have been readily laid down lives of abounding promise from the highest to the humblest and how visitations of inexpressible savagery are being calmly, yea cheerfully, met in all ranks and by all nationalities gathered round the flags of the Allies, is now common history that will be the world's rich heritage for all time to come. With unwavering determination the struggle continues and thinned but unyielding ranks are readily filled by the magic cult that demands that every son of England—larger England that now is the entire Empire—shall do his Duty.

They must do so till Right once again proves itself mightier than Might, as of yore and from age to age.

OUR MEDICAL GRADUATES.

Our own active part is so far small. Several of our own Medical graduates who were standing by as members of the Volunteer Field Ambulance Corps now in the making, to which Your Excellency has made so gracious and helpful a reference, and who never thought that their Degrees by themselves would be direct passports to the honoured glory of their King's commission, have by the leave of Your Excellency been summoned to service. As Lieutenants in the I.M.S. they and their comrades, who are graduates of the Universities of the Punjab, Madras, Bombay and some British Universities—all in fair independent practice—have quietly gone for unknown periods to unknown destinations, on a few hours' notice, true soldier fashion, to do their duty. A dying wife here, a sick child there, aged parents elsewhere have been left behind to be cared for by

their country and their Government. Others with coveted positions in civil life are waiting to be called to any duty, humble or high, that may be assigned to them. Who could ever believe that such a Day was in store for Indian Medical Graduates? And these are no hurried make-shift arrangements to meet the pressing exigencies of the hour, that stand in danger of failure when put to the proof. The testimony of Your Excellency's expert medical advisers like Sir Pardey Lukis, who materially contributed to this unique recognition of our Medical Graduates is amply to the contrary. Let us try and be not too proud of them.

How different was the picture drawn of our Medical Graduates by our first Vice-Chancellor fifty-seven years ago :—

"It may also be doubted whether the social and religious peculiarities of the natives of this country have not contributed as powerfully as any constitutional infirmity or defect to that listlessness, and that indisposition to locomotion and adventure which have painfully distinguished some of the most promising graduates of the Medical College from the members of their profession of other races."

And this was a faulty and overdrawn picture even then.

All this then had and now has one and one lesson only, and that is :—Let Indian Universities and their Graduates *justify* themselves. Let them follow steadily and fearlessly the new paths that have been opened out before them,—which will take them to a new destiny never dreamt of before. Let the word of immediate recognition be not their only

objective. Let them silently work on and reward will come at the proper hour.

The Bengal Ambulance Corps.

The Bengal Volunteer Field Ambulance Corps itself, sanction for formation of which Your Excellency has just been pleased to announce, will form one of Bengal's humble war contributions to the Empire, and be no mean achievement of this University. Professors of Science and Literature holding high degrees of this University, lawyers in fair practice, teachers in comfortable positions, sons and relations of Government Officials, scions of some of the best houses of Bengal, heirs of rich merchants and traders are ready to render service to the wounded and the sick in the field. As Ambulance men, they seek once again to matriculate, so that by dint of worth and perseverance they may, by and by, be called to the higher Degrees in life's sterner University in which, if the course is trying and heavy, glory and recompense without end also await them. They seem to be animated by the Job-like motto of the Founder of Calcutta :—

> " Pluck wins, it always wins;
> Though days be dark,
> Still Pluck wins.
> He gains the prize who most endures,
> Who faces issues, who never shirks,
> Who works, and waits, who always works."

There must be a steadying satisfaction in the feeling that our Universities are beginning to be alive to national duties and responsibilities and to be sensitive to the atmosphere about them. Not

alone to "knit the community together by common mental associations and enjoyments," not alone to render service to learning and science, but to ennoble liberal education by its true adjunct, real Manliness and to elevate character is not the least of the functions and privileges of a University. I dwell on some aspects of war to see how far this function is likely to be discharged and to consider how full fruition can be achieved. No event can now loom larger in any academic stock-taking. The beginning has been made and when the din of battle has died down and the smoke and the dust have cleared, England and India will, through events and agencies like these, be far closer to one another than ever, for humanity's good in fulfilment of Divine decree.

OUR CHANCELLOR.

For a moment, Ladies and Gentlemen, another aspect of the War must engage our attention. We are highly thankful for the presence, this afternoon, of His Excellency the Chancellor, than whom Indian Students and Indian Education have no truer friend. But we receive him with mixed feelings. He has just paid a heavy war toll. It has been the lot of few Viceroys to bear such a load of trials and bereavements in so short a time and few have borne it more nobly. A quick succession of afflictions rare and cruel as these, daunt not your Chancellor's courageous heart. He whose unspoken watchwords ever have been Duty and Devotion, stands out as an exemplar before every member of this University, as the embodiment of the spirit of the Charge of Obligation of this day. In life's

troubles such a model will stand us all in good stead. In his unspeakable loss he has grown dearer to India as India has grown dearer unto him.

Our Minor Woes.

I shall shortly recount, now, some minor woes that the War has inflicted upon us. The supply of our books and scientific appliances has been cut short. Distinguished professors of assured place in the world of science like Drs. Hicks, Browne, Turner and Bateson whose presence in our midst had been arranged on their way from the Congress of Scientists in Australia, were prevented from fulfilling their engagements much to our disappointment. Holders of our Guruprasanna Ghosh Scholarships, one of which, for the first time, was awarded to a promising artist, and other scholars have been prevented from proceeding to their work abroad. Our Science Students and Professors who needed special training were sent away empty-handed from places that once gloried to be regarded as seats of learning or were interned. One may be grateful that the treatment of alien scholars in our midst is different.

Our Death Roll.

For a moment longer I must linger over grim war. It has deprived us of a good man, a true citizen and a brave soldier, who was long one of our Fellows—and who was a true friend of the country. India's defender in her dark days about the time of the establishment of the University, her defender again against foreign inroads on the North Western

Frontier later, organiser and Chief of her Army that ensured not alone internal peace but was often of use to England abroad, a friend of Temperance, purity and life's good conduct, Lord Roberts went home after forty-one years of devoted service to India, full of years and of honour. When the danger that he had ineffectively warned against came and when his beloved Indian soldiers were summoned to the front, he braved the inclemencies of the weather, turned a deaf ear to friends' entreaties and doctors' advice and went forth unprotected against the merciless wind, to cheer up his comrades in their hour of trial. If it was not given to him to die as his beloved and only son had done on the Tugela, he died within hearing of the cannon's roar, facing the enemy's trenches, and his King and his people honoured him, and Indian Princes and his fellow-soldiers were his pall-bearers.

Though not an immediate and direct victim of the war, Dr. George Thibaut's end must have been hastened by its cares and anxieties. By his death India has lost one of the most able exponents of her ancient civilization and culture.

He assisted Professor Max Müller in bringing out the last volumes of the great edition of the Rigveda-Samhita with Sayana's commentary, and was practically responsible for the edition of the text of the Rigveda Hymns in two volumes. In 1875 Dr. Thibaut came to India as Professor in the Anglo-Sanskrit Department of the Benares Sanskrit College. Later on he held the posts of Principal, Queen's College and Sanskrit College, Benares, and of Principal, Muir Central College, Allahabad,

After his retirement from Government service in 1906, he successively held the posts of Registrar, Allahabad University, and Registrar, Calcutta University. At the time of his death, he was Carmichael Professor of Ancient Indian History and Culture, and the President of our Board of Studies in History. He was also working on Ancient Indian Mathematics, researches in which field have become possible in the University by Maharaja Manindrachandra Nandi's endowment. Dr. Thibaut's contribution towards our knowledge of Indian Astronomy and Mathematics, as well as of Indian Philosophy, are of the highest value. In his edition and translation of the *Sulva Sutras*, he was the first to explain and point out the significance of the oldest teaching of the Geometrical Science in India and his views as to the originality of the Hindus in this respect which was long contested by Western Historians of Mathematics, have been fully confirmed by recent research.

He materially assisted the teaching and publication departments of the University and opened out possibilities in this direction that had not been adequately thought of before.

Quiet, devoted and fruitful scholarship received a blow in the death of Pandit Nrisinhachandra Vidyaratna. Simple and unostentatious, he was one of those remarkable personalities who in spite of considerable powers are always subdued in their manners and whose restraint and reserve are never flurried by distraction or annoyance. He was born in 1847 and was descended from an ancient family of Pandits, specially famous for

their erudition in Nyaya (Logic). They established many *tols* in their native village to impart Sanskrit education, to which they devoted their whole energies and a greater part of their fortune, for students had not only to be educated free but maintained free as well, according to time-honoured traditions of the country at these seats of ancient learning. Since taking his M.A. degree, he was for some years engaged in studying the Hindu Shastras at a famous *tol* in Benares. After serving for three years in the Education Department, he joined the Bar, but soon left it in order to be of use to his *alma mater* in wider fields of usefulness. His educational works had as wide a circulation as they had a healthy influence.

Large-hearted and philanthropic he bore his burdens with singular coolness, and inspite of much to disturb his equanimity, his was an even scholarly life that shed its lustre far and wide.

Sanskrit Scholarship and scientific study of music sustained serious loss by Raja Sir Saurindra-mohan Tagore's death, which took place at the ripe old age of 74. He was recognized as the greatest musical authority in India. Bengali Literature and more specially Bengali Drama are greatly indebted, for the progress they have made within a comparatively short time, to him and to his illustrious brother, Maharaja Bahadur Sir Jatindra-mohan Tagore, one of our notable University benefactors. He reduced Hindu music to a system and was the first to teach it through a notation devised by himself. The value of his work was very widely recognised and he was the recipient of many

high honours in Europe as well as here. His energies were not confined to music and musical studies. He was a man of varied scholarship and wide culture, and was a great patron of Indian Art. In 1880 he was appointed a Fellow of the Calcutta University, was made a C. I. E. and received the title of Raja. The high distinction of Knighthood was conferred upon him in 1884,—the first conferred upon a native of Bengal by Queen Victoria.

Old world grace and courtesy, fast becoming a thing of the past, lost heavily in the death of Shams-ul-Ulama Ahmad and the Senate lost a colleague, of high attainments as an Arabic and Persian scholar. After serving for some years as Senior Professor of Arabic and Persian in the Presidency College, he was appointed as Head Maulvi of the Calcutta Madrasa, where he also acted as Principal for some months. He was one of the most prominent and useful members of the Board of Studies in Arabic and Persian and his services were often in requisition in compiling text-books for University Examinations. He was a zealous worker in the cause of education and his affable and unostentatious manners endeared him to his colleagues and to all who knew him.

Overtaken by a painful affliction, Professor Kalipada Basu was a martyr to his sense of duty. He had a distinguished academic career and entered the Educational Service in 1889. After serving with credit as a Lecturer and a Professor in several Government Colleges, he was appointed as Professor of Mathematics at the Dacca College in 1900. This post he held up to the time of his death. He was

a Fellow of the University since 1910 and the author of several mathematical works. As an examiner in mathematics for successive years, he rendered valuable service to the University. He was a devoted educationist of high character and great attainments.

Babu Ganeshchandra Chandra, Vakil and Solicitor of the High Court, worked his way to the top of his profession by dint of sheer worth and devotion and he won widespread esteem and affection. He was admitted within ten years of the admission of the first Indian member of his profession, and his success as one of the pioneers in a new profession opened out to Indians under altered conditions was singular. What assuredly would have happened in many of our walks of life if the Occidentalist had not won may well be imagined. His command of the English language and powers of expression, his comprehension of facts, strong common sense and unfailing judgment were remarkable. His ability and probity always stood high. He possessed all the dignity, courtesy and instincts of unaggressive but never-failing self-respect associated with the older school of Hindus. Yet he never allowed himself to be out of touch with the life around him and helped progress on whenever he could. There were various spheres of public usefulness in which Babu Ganeshchandra took a leading part. His death was deeply mourned by his friends and his colleagues—European and Indian alike. His Majesty's Judges met in Full Court to pay his memory the last tribute of respect, a singular honour

that had befallen few members of his profession which he had helped to elevate and dignify.

And last of all, we mourn the death of that eminent educational benefactor, Sir Taraknath Palit, whose name will be held in reverence by posterity as of one who gave his all, and not what he could spare, in the cause that he cherished. On the magnitude and the circumstances of his singular munificence, which has been often spoken of in Convocation and Senate in befitting terms, I shall not now dilate. I prefer for the moment to view him in another light, as an essentially self-made man, who had to educate himself amidst enormous difficulties in which he was left in his early and unprotected life. How with unconquerable determination he overcame them and how inspite of initial handicap he attained phenomenal success, are matters that our students may well ponder over. Reflect for a moment on his high intellectual capacities, his notable attainments and his resolute adherence to the objects he had set to himself and you have the life story of a great worker whom no obstacles could daunt. As an advocate and as an organiser in difficulties, he rarely had his equal. His clear intellect, incisive reasoning, deep erudition, unflinching zeal and single-minded devotion made him a leader in his profession and among men. Ever devoted to the cause of education, he felt that its full benefit would not accrue without substantial scientific grounding and broad-based technological training. It was a settled creed with him that without such a ground-work material prosperity of the country would be impossible. Moved

by such considerations and convictions and uninfluenced by anything extraneous, he determined to have opened wide to his countrymen the door of scientific advancement. He took a peculiar pleasure in serving the mother-land, in his own chosen way, in the obscurity of the background, where he strove, toiled and planned, all by himself. There was never a moment of public utility in which, if he did not actively participate, he did not patiently advise and quietly organise.

Through the willing co-operation of the educational authorities, official and private, general academic mourning was observed and unparalleled honor was shown to the memory of one whose renunciation was also unparalleled. Sir Taraknath's life story will be a rich legacy of lessons for all time to come.

Loss by Retirement.

By the retirement of the Hon'ble Mr. B. K. Finnimore the Faculty of Engineering lost an expert of wide and varied experience whose opinions always carried great weight. After serving in several posts of trust and responsibility in the Public Works Department since 1881, in all of which he greatly distinguished himself, he was eventually appointed Chief Secretary to the Government of Bengal in the Public Works Department and a Member of the Legislative Council of Bengal. His thorough mastery of details of the special branch of the service to which he belonged and his sound judgment marked him out as a valued councillor on whose advice Government could always rely.

Rev. W. G. Brockway, B.A., was appointed a Fellow of this University in 1911. He was attached to the Faculty of Arts and was a Member of the Boards of Studies in Teaching and in Geography, of which latter Board he was the President at the time of his retirement. He used to take a keen interest in secondary education in these Provinces and was indefatigable in his endeavours to introduce important changes in the system of education. He proceeded to England and countries on the continent to study the systems of secondary education and on his return to Calcutta he was trying to improve the agency and to bring about reforms suggested by his European experience, when owing to reasons of health he was compelled to leave India for good. He was a devoted and enthusiastic worker who commanded the respect of all with whom he was brought into contact.

Rev. R. G. Milburn, B.A., was a valued member of the Faculty of Arts and of the Boards of Studies in English and in European classics. His utterances in the Faculty of Arts as well as the Senate were always frank and fearless. His deep sympathy with the wants and aspirations of the people of this country and his earnest zeal to co-operate with them in their endeavours to better their prospects were always prominent. By his retirement the Calcutta University has lost one of its staunch supporters, a veteran educationist, and a man possessing broad and generous views. His high character and lovable disposition made him a host of friends, who deplore his early departure from the scene of his activities.

Major C. L. Peart was appointed a Fellow of this University in 1912. In response to the call of duty, Major Peart has left these shores and gone to the front. His attainments as an Arabic and Persian scholar marked him out as the fit and proper successor of Dr. D. H. Phillott. During the short period of his connection with the University, he rendered valuable service to the cause of Mahomedan education. He was the President of the Board of Studies in Arabic, Persian and Urdu, and proposed several comprehensive changes in the courses of study for University examinations, which are engaging the attention of the Syndicate and the Faculty of Arts.

Sir Harry Stephen will live long in our memory. His work as a Fellow of this University was always helpful. Even in his retirement in the congenial neighbourhood of Cambridge he is always trying to be of use to the University, whether it be in the matter of selecting Professors for us or in any other way that his services may be in request. His abiding claims on the gratitude of the Calcutta public always will be that there was hardly a matter of public utility affecting our life with which he did not thoroughly and whole-heartedly identify himself. What an admirable and lovable commander of our city soldiers at this juncture he would have made, will not be difficult to realize by those who knew anything of his volunteering work. None was keener for the welfare of the prisoner when his term had been served and the waif and stray of Calcutta crowding "the Refuge" had never a truer friend. The Bagla Marwari Hospital was

not the only philanthropic institution for the improvement of which Sir Harry toiled incessantly and the possibilities of the social side of Calcutta were ever present in the mind of the President of the Calcutta Club. The gap in Calcutta life caused by Sir Harry Stephen's premature departure will be long difficult to fill up.

Our Work is Increasing.

Steadily depleted as we are of our workers, our work is steadily increasing in volume and complexity, as is eloquently witnessed by the figures Your Excellency has been pleased to quote.

It can hardly be that comparatively small as the number is that comes direct in touch with us, the influence proper of the University is not larger than these figures indicate. Not only by shaping the curriculum and courses of studies in our schools and colleges, and by applying our tests of examinations, by exercising indirect and negative check on unauthorised and unaffiliated institutions, but also by training and influencing teachers and professors, and officers, in public and private service, and men engaged in the various professions learned or otherwise, in the trades and industries and in commerce, in journalism and other avenues of employment and public usefulness, the University has exercised in the past and will exercise in the future influence of a widespread and far-reaching character, the magnitude of which is difficult adequately to measure. And such influence would be for good or evil as we shape our policy and courses and as we

raise or lower our standard, intellectual as well as ethical.

Faced by work of this magnitude and complexity and following a long array of high placed and distinguished officials, my position as the first non-official Vice-Chancellor of the University, as Your Excellency was good enough to designate me in the gracious message last year, is one of no mean difficulty. The difficulty ordinarily great, because of the magnitude and complexity of the work, must be greater when one has to come immediately after so indefatigable a worker, so capable an administrator and so gifted an organiser as the Hon'ble Justice Sir Asutosh Mookerjee, whose eight years of strenuous and unceasing work has left an abiding mark on all departments of the University. Mine must be the humble though responsible task of garnering the rich sheaf that my distinguished predecessors heve helped in bringing home, in gathering together what lies about and in consolidating and supplementing, within the limitations of available resources. Your Excellency's encouraging and helpful recognition of these difficulties, just graciously voiced, will much lighten the load.

Our Needs.

Our long conserved reserves have nearly been spent in building and other work that would not wait. Our requirements are daily growing; our means do not keep pace. Rigid economy in every direction becomes necessary and efficiency and smooth working sometimes suffer in consequence.

We are cramped for space all round. We are handicapped for want of men and money and books and apparatus; but we try to get the best outturn we can from available resources.

We realise there is more than room for improvement in many directions and have appointed committees to go into the conditions of education imparted in our schools and our colleges, for they are alike the mainstay of the University. A considerable amount of information is already available, which would indicate that within limitations of the means at the disposal of our schools and colleges, the good work they have done within the past few years is noteworthy. Little wonder that our defects are grave and many; but we need not wholly despair when we consider that elsewhere and under better auspices, the state of affairs is not very different. Bishop Weldon speaking at a recent conference of the Educational Associations of England complained that boys are sent out of Secondary Schools "with little knowledge of history and geography and often with little capacity for writing and spelling their own language or for reading and writing letters in French, German or Spanish, when it was this capacity which would serve them and their country in good stead at home and abroad." In another sitting of the same conference of educationists, a learned professor advocated one form of pronunciation and another said that if his son came home from school and pronounced in the way suggested he would be inclined to have him flogged. And the last word has nowhere been said about educational methods, which is not the

least of our difficulties in some directions. I mention these difficulties not by way of extenuation, but more by way of insurance against despondency and also by way of urging on further endeavours.

Much remains to be done. But it is all a question of men and money and of money and men. The demand for education in all its branches is steadily growing every year. The supply is woefully unequal. The hand of the clock cannot be set back and the demand must be met on approved lines. We cannot afford to ignore or belittle the demand if improper and uncontrolled Education is to be at a discount. The complaint in former times used to be that there was no adequate demand for education, the complaint now is the other way.

Our Increasing Numbers.

Last year and the year previous after the results of our Examinations were published, many students could get no accommodation in any College. For the plucked students, the only means that could be devised unless they were to drift as they chose, was to allow them to attend lectures in as many subjects as they could be made room for and on production of certificates that their studies in the other subjects had been kept up and assisted, to allow them partial exemption. We thought that it would be better that the student should have partial lectures in the third year of study (the full number of lectures having been attended during the first two years) rather than that after his failure he should be left absolutely to himself and be allowed to come up as a non-collegiate

student. We insisted upon this as it was found in working out the results that no more than seven per cent. of non-collegiate students pass, though the percentage of passes of collegiate students is high, far too high as some would suggest. The Colleges co-operated with us to the best of their power and we are grateful. This year the difficulty is likely to be greater, for the admissions to our examinations are much larger than during the previous year. We have either to relax the regulations or compel a large number of students to give up higher studies. Either of these courses would be objectionable and the matter requires anxious and early consideration. Need for more Colleges is apparent on all hands and it is with satisfaction that we view the renewed movement for a College at Bhowanipur, which though proposed to be Second Grade for the present, will undoubtedly grow into a good First Grade College at no distant time. But many more colleges have to come. In the domains of School Education, the experiment of the Hastings House School will be watched with interest and any lessons that it may have to teach will be readily availed of.

College Co-operation.

Success of University work depends upon the good feeling and co-operation of all concerned—the Government, the people and the Schools and Colleges. Colleges are not only a component but an integral part of the University. They, or at all events, their predecessors were in existence before the University and used to represent its teaching

side. Though many more came afterwards, the University, as then conceived, could not come into being without these Colleges. Harmonious relation between the University and the Colleges is therefore of supreme importance and it ought to be assured more than ever under our present constitution. Sixty-seven out of one hundred members of the Senate are educationists; this includes our University Professors, who, under the Regulations, have a somewhat anomalous position, because they came into existence after the Regulations were framed. This indicates the need of changing the regulations in this and several other important respects that have been suggested in various quarters. Not knowing how the Universities Act is going to be amended the question of change in the regulations has not finally been taken up. It cannot however be delayed; but whatever is done, the interests of our colleges are not likely to be overlooked in this or any other respect. On the Syndicate, 11 out of 17 are members of College Staffs, and one is a University Professor. No strain of relations between the University and the Colleges is desirable; none need be possible under our constitution. When efficiency and discipline, however, require it, we have to take strong lines with our Colleges, as we unhappily had to do in a rare case recently. We have to do the same in the case of our schools and last year seventeen schools received notice of impending disaffiliation on account of non-compliance with regulations or as a disciplinary measure. Through our inspecting agency and by friendly intercourse on the Senate

and the Syndicate we seek to cultivate good relations with the Colleges in all possible ways, appreciate their good work and make due allowance for unavoidable shortcomings.

Steps have been taken that as many of our Principals, Professors and Members of the Senate as are able to do so, should take part in the work of inspection, which under the Regulations have to be held every year. It has been pressed upon us that as the professors, buildings, libraries and laboratories are practically the same from year to year annual inspections and reports, particularly as they are sometimes delayed owing to the exigencies of the situation, are no longer needed, but inspections at longer intervals would be suitable. The criticism in some cases may hold good; but we are helpless under the regulations. Steps are being taken to edit from the annual inspection reports as well as from the special information supplied at the instance of our new College Committee, a compendium of the work of improvement in each college since the new Regulations came into force. This if accomplished will be useful and interesting. It will take time and how much of it can be achieved during the next twelve months is more than I can now promise.

To ensure better understanding between the Colleges and between the Colleges and the University, it has been in our mind to have friendly conferences of Professors and Principals at intervals and exchange views. Many opportunities for this have not yet been found; but I hope some will be soon forthcoming. Some of the Principals were

good enough to meet me and help the University in providing for excess students to which I have referred; without their co-operation our difficulties would have been great. When the War Relief Fund was started they co-operated again very whole-heartedly. Without their help our inspection and examination work and in its initial stage, our post-graduate teaching would be at a standstill.

More than eight hundred and fifty M.A. and M.Sc. students, who can get no accommodation elsewhere and, therefore, receive no instruction, are being instructed in subjects like English, History, Sanskrit, Pali, Mathematics, Philosophy, Economics, Arabic and Persian in the University Classes. With a much larger staff than any college provides our routine and methods of work are not all that we can desire. We can but attempt slight tutorial work and our residential arrangements are scanty. Till we can provide suitable accommodation, further progress of an appreciable kind in either direction is unlikely. We realize that defective accommodation affects teaching as well as discipline and comfort and we are doing our best to overcome these difficulties and to improve the teaching side of the University. Some relief would be possible if our colleges took their fair share of M.A. teaching as we have often invited them to do. But even the Sanskrit College is without M.A. affiliation in Sanskrit yet.

The Science College Buildings are nearing completion. Our Professors and Demonstrators are ready and so is a portion of the apparatus. But we have to wait for fittings and furniture, and for

our hostels and Professors' quarters there. Though some land is available, funds are needed for these purposes as well as for the acquisition of the neighbouring land, if full benefits are to accrue in the near future from the splendid benefactions of Sir Taraknath Palit and Dr. Rashbehary Ghose. They have soon to be followed and largely supplemented if real and permanent good is to ensue. When the facilities still wanting are forthcoming, we shall be much nearer the ideal of University teaching that our Act of Incorporation contemplates.

THE HEALTH OF OUR STUDENTS.

We, who come in contact with isolated student life in our hostels and messes, cannot help deeply sympathising with them, particularly in a crisis, such as Calcutta is passing through. We feel the stress whenever an epidemic breaks out, and we are often helpless, particularly in times of panic. There is no Student Infirmary where our students may be taken care of in the way they are accustomed to, though for smaller ailments some arrangements are made. When the small-pox epidemic broke out this year, the need for a Students' Isolation Home was strongly felt, and failing other resources, with the co-operation of the Calcutta Sanatorium, we were able to start a Nursing Home which however had to be closed on account of objections in certain quarters. We had to look about elsewhere. Our stricken students are now being sent to a special hospital in the outskirts of the town provided by the Municipal

authorities, where our own nursing arrangements continue. This is some relief and has, I believe, been appreciated. The panic has led to a demand for wholesale and untimely closing of colleges and postponement of examinations, chiefly because all our students are not well housed. With all these demands we could not comply. Opening out of special centres of examinations in the mofussil and allowing change of centres of Calcutta students wherever possible, have however been attempted; but the machinery is far too large and complex for all requirements to be satisfied. Those who do not live with their people or cannot be accommodated in our hostels continue to be the worst off in this and other respects.

The old order of neglect about them, which all have agreed in condemning, cannot be permitted to continue. The generous gift of ten lakhs of rupees towards improvement in this direction, which Your Excellency has just been pleased to announce, will be an appreciable forward step and will, together with the previous grants, when available, bring considerable relief. The residential problem has to be faced in right earnest in the near future, initial means for doing which Your Excellency has been pleased to provide.

The fish market to the south of the Senate House, as Your Excellency has been pleased to state, has been acquired by Government and it is my grateful duty to announce that the Government has kindly decided to make over to the University the net receipts of the market with effect from the

date on which the Government assumed the management of the market, as well as the balance in its hands out of the sum of eight lakhs provided for its acquisition provided by Your Excellency's Government. We are deeply grateful for this grant. When the site is built upon, as we earnestly trust it will soon be, some more of the outstanding accommodation problems, sorely troubling us, may be expected to be solved.

CORPORATE LIFE.

Students who have the advantage of living with their parents or guardians as well as those living in Hostels and Messes, licensed or otherwise, come in contact with us on common platforms like the University Institute, in which Your Excellency, His Excellency the Rector and other high officials and distinguished citizens are good enough to take a deep and active interest. University authorities, college professors, students, friends of education, leaders of society, and high officials all meet there in the cause of students' advancement. A Students' Fund, for the benefit of poor and deserving students was, by Lady Hardinge's kindly thought, placed in connection with the Institute on an assured footing. Cultivation of an important phase of corporate life, such as latter-day University ideals demand, is thus to an extent possible. Through the special and timely help of Your Excellency, the Institute is to have a new building sooner than many thought now possible and its increasing usefulness will no doubt be further increased. With the growing success of this

Institution other Institutions of a like nature will soon grow up. Moreover College Clubs, College Sports, College Magazines and College Unions are daily becoming an important factor in this direction. Both in the mofussil and in Calcutta, the Common Room and sporting facilities upon which our Inspectors insist, are utilised to an extent unfamiliar before. All this will make establishment of intimate relations with inner student life possible, without which real University life is believed to be unattainable.

University Lectures.

Our University Readers, Lecturers and Fellows provide some facilities for University teaching. Rai Saheb Dineshchandra Sen delivered an excellent course of lectures on Vaisnav literature last year. In 1887 Sir William Hunter talking of New Americas awaiting the Bengali literary explorer, talked of life-like pictures of everyday details of a Bengali's life as depicted by Mukundaram Chakrabarti. Professor J. N. Das Gupta has helped the University in presenting some of those remarkable pictures to the learned world more than a quarter of a century later. Professor Armstrong, the only one of the five Readers from England who was able to come, delivered a notable series of lectures on higher Chemistry that gave a marked impetus to our work here and have made us keenly regret that his colleagues could not come and that his own stay was so short. He has recorded his apprecition of the capabilities and enthusiasm of our Professors and students, which will be a great help to them

and us. He also declared high possibilities in the domains of Agricultural and Industrial Chemistry in this country which in the present crisis will be extremely helpful. His observations made me think longingly of days when we may have a Faculty of Commerce and Industries to assist us in solving problems of material prosperity with the aid of advanced scientific and economic ideas, for propagation of which some provision has already been made. The question of enabling our graduates to earn their livelihood must engage our attention as it is doing in other Universities. Recently we appointed a Sub-Committee to advise us regarding the establishment of an Employment Bureau, which will consider some aspects of the question.

When the War broke out Mr. Brown of Gauhati was good enough to deliver a course of lectures on International Law—at least as it has been and should be. In celebration of the Waverley Centenary, Principal James of the Presidency College delivered an address at the Darbhanga Library as illuminating as it was learned, which was very highly appreciated. Professor Hamilton has begun his instructive course of public lectures as Minto Professor. Dr. Young's lectures and his Report on the methods obtaining in noted centres of Mathematical research in Great Britain and on the continent will be a great help to our growing Mathematical School. We could not make any appointment to the Travelling Fellowship decided on last year and Dr. Young has been good enough to supply us with the first and quite an acceptable

instalment of work in this direction. The Syndicate has deputed him to study American and Japanese methods, which are an adaptation of continental methods and therefore believed to be more suitable to India. We expect from Dr. Young a supplemental report that, it is believed, will be very useful. Dr. Ganesh Prasad's Introductory Lecture on the study of Mixed Mathematics was much appreciated. Dr. Brajendranath Seal, in his capacity as George V Professor of Philosophy, has been lecturing on Vedanta Epistemology and Logic in continuation of his course in Comparative Philosophy. His lectures, presenting as they do Hindu thought in relation to the Philosophy of to-day, are intended to serve as the basis of a new study, the Science of Comparative Philosophy. It is believed that this will lead to work that will redound to the credit of the University and will make known to the world of learning infinite treasures of Indian Philosophy hitherto not presented to it. The University has invited Babu Akshaykumar Maitra of Raishahi, one of our foremost original workers in History, to deliver a course of lectures on an interesting period of the History of Bengal—that of the Pal dynasty; and workers in similar fields, are in view, whose services may be in requisition as soon as opportunity permits. A further interesting experiment is to be tried somewhat on the lines of extension movements elsewhere and such of our University Readers and Lecturers and Inspectors as can be arranged for, will lecture at different moffusil colleges that they happen to visit. Distinguished and capable gentlemen have

agreed to participate in the scheme. It will give a start to work on lines that can be abundantly amplified and is sure to be rich in fruits. This will I hope also be a means of bringing the Colleges and the University closer together.

In regard to the Tagore Law Lectures, for the first time since the Endowment, the Chair has been left vacant for want of candidates coming up to the mark and the Faculty has been authorised by the Senate in the special circumstances to look out for a suitable professor. Necessary permanent changes in the rules to that effect have also been recommended, to meet future contingencies. The Bireswar Mitra Medal in Economics has not been awarded for want of sufficient merit on the part of those that submitted theses. Our demand in respect of the work of our research students, is being steadily raised and where a piece of research work is allowed to be substituted for a part of examination work, the standard is also high. I congratulate Drs. Anukulchandra Sarkar, Jitendranath Maitra and Naliniranjan Sengupta on attaining the requisite standard and earning admission to the coveted degrees to which I have, just had privilege of admitting them.

We have not been able to arrange yet for Inter-University Exchange of Lectures that would enable us to have in our midst gentlemen from or engaged by other Indian Universities, who hold an important place in their own departments of learning. The Punjab University has shown us an admirable example in this direction which we shall be happy to imitate whenever there is an opportunity. It has

utilised the services of Dr. J. C. Bose and Dr. P. C. Ray, honoured names in the world of Science, of whom this University feels justly proud. Dr. J. C. Bose's notable achievements in Europe and belated acceptance of his theories and ideas during the past few months have been singular and his field of activity has extended to America which proposes to send students to *work* in his Laboratory here. A great Philadelphia savant, Professor Ganong, the leading Plant-Physiologist there, is said to have declared that his own apparatus, which has been adopted in European and American Laboratories as a standard, was crude compared to the marvellous instruments invented by Professor Bose. Further and greater work in this direction—which has been generously helped by His Excellency the Rector—would no doubt be possible in the near future.

Opinion was divided on the ground of convenience, as to whether there should be several smaller and by no means similar degree-days, instead of a long ceremonial in full Convocation as heretofore. I am glad that the decision was on the whole in favour of maintenance of the old traditions, though to provide for unusually large numbers, we had after many years, to come away from the Senate House and hold our Convocation where Vice-Chancellor Sir James Colville, addressed the first Convocation in 1857. We are thankful that we have in our midst to-day one, who, as a school boy, listened to that admirable discourse and who by his self-effacing devotion, rose to be the first Indian Vice-Chancellor of this University. Sir Gurudas Banerjee's presence at a Town Hall Convocation

fifty-seven years after his first attendance, may well make us proud and glad and may he be long with us all. I sincerely trust that those, who have done us and you the honour of coming to assist at to-day's function, will overlook the passing inconveniences of the hour. It will be some compensation to them to be assured that our Graduates would have sorely missed their graduation in open Convocation presided over by their Chancellor, and they prefer this though all could not be brought up to the Dais in customery detachments to receive their degrees. It is to be hoped that the departure from previous years' practice, unavoidable owing to increase in our number, will be appreciated.

The Obligation of the Day.

The solemnity of the ceremonial just over will, I hope, leave an abiding impression on the minds of the recipients of our degrees. I offer them most sincere congratulations and good wishes on the threshold of a new life. It is earnestly to be trusted that you will strive your uttermost to justify the mark of approbation bestowed on you by the great Mother, whose watchful care during the past few years—some of the best in your life—has furnished you with initial equipment. Her reputation and her prestige are to-day with assurance given over to your care and for her sake as well as your own, it must be your anxious, constant and prayerful endeavour never to be unworthy of that high trust and never to do aught that will tarnish or bedim her steadily brightening escutcheon. If it be not your lot to add to her hitherto not ample

achievements, be jealously sure to do naught that will belittle her in ever so remote a degree. And meet is it that after your strenuous period of probation—to some of you trying and weary—you should be initiated and equipped for life's serious struggles, in solemn form that may ever live in your memory.

In the course of his readings as well as his intercourse with men of light and leading and the world at large, there would hardly be a moral tenet or ethical doctrine worth the name, that would not be brought home to a graduate. Yet if by way of parting advice he is reminded of his duties and obligations at his graduation, it is because of the fateful character of the solemn occasion, when it is believed even the most common place of injunctions, administered in the homeliest of manners, would find a lasting lodgment in the susceptible and youthful heart, and would be magnified into life's lasting mottos and rules of guidance. Such is believed to be the psychology of initiation and such a conviction alone would warrant and embolden me to utter truisms of the conventional old-world type before a trained audience, long familiar with all that can conceivably be said on such an occasion. Moreover it is a duty sanctioned and demanded by custom.

As an aid to the realisation of the day's obligations there is little need to dilate on virtues and qualities that go towards building up of character, particularly after Your Excellency's eloquent and touching exhortation, which will long live in our memory. One might, however, take for a moment as one's theme some of the less obvious, some that

are commonplace but none the less essential and which like the rough concrete, deep stowed away from public gaze and in obscurity, forms the bedrock for the imposing superstructure. Any flaw or weakness in the foundation must endanger the edifice as well as those living in and coming near it. If I speak of the imperative need of reliability and regularity in the smallest of things, of civility and courtesy to the least of human beings, of thorough and absolute sense of discipline, responsibility, proportions and fitness of things even in respect of mere trifles, let it not be set down as negligible or laughable copy-book morality of no significance. Let them be rated rather as essentials, without which no virtues however heroic or ostentatious could shine. Due restraint and temperance in regard to habits as well as speech, thought and action, reverence for authority whether at home or in the world outside, unfailing adherence to the cause of law and order, studied consideration for others' feelings, thorough personal purity and unswerving probity are also no more than commonplace. But they are essentials none the less, the lack of which damages life and dims success. If you come across a compeer likely to go down the precipice, lose no time in pulling him away, for you can do that ever so much better than your elders. It may not be given to all to be great; but it is possible for and demanded of all to be good and just. Fairness to all in all things, readiness to give and take, unalterable adherance to proper resolves deliberately made, yet willingness to be open to reason and conviction, are matters of imperative need. Ability to forgive one's wrongs and

to return good for hurt and harm, desire to help others to bear their burden, will to widen and straighten life's narrow bye-paths, more than WILL to POWER, adorn knowledge and help in its ample fruition. Loudness can never be strength, nor rudeness independence. Rough disregard of others' rights and views, readiness to attribute motives where none exists, absence of true charity in human intercourse, debase humanity inspite of seeming and transient success. Mere glamour of the intellect must not dazzle us; but the moral fibres must be strengthened. Sober reserve and subdued restraint that constitute power and real strength, overcome untold difficulties. As Job Charnock claims, the strength of the effort is the measure of the result; chance is not. Do not exaggerate your difficulties, by way of excuse for your own shortcomings; but go steadily on toiling in duties however galling to which you have been called, and adhere rigidly to "almost obsolete notions of dignity and honor." A notable exponent of these virtues and many more was a dear friend that has just passed away. A more devoted Servant of India and a warmer friend of education rarely breathed than Gopal Krishna Gokhale, for whose untimely death India will be immensely the poorer. The King-Emperor, our Viceroy, Governors, Princes and the people have with one voice testified to his sterling and high worth, that delighted in mere duty and shrank from the world's transient honors. He will long be our exemplar in much that I have tried to set forth, for the moral and intellectual qualities were wonderfully blended in him.

Seemingly inconsiderable and easy but by no means negligible as these virtues are, their lack is unfortunately common and is at the root of life's everyday tragedy. These are the little pennies, in life's currency, which duly taken care of betimes, automatically help the pounds to take care of themselves. And that is why to-day's charge fittingly is that in your life and conversation you should be ever worthy of your degrees. No more is demanded and no less will satisfy. You enter a fresh life to-day in which greater exertions will be needed, greater sacrifice required, greater obstacles will have to be surmounted and greater temptations will have to be overcome, than heretofore. If you go forth into the fray, primed as I have charged you to be, you would always be able to give a good account of yourselves and annoying distractions such as beset the *Sadhak's* path throughout, to turn him away from his goal, will never daunt you. In the words of the poet of the West whose initial inspiration was drawn from the East, who in spite of his earlier cult that is being largely revised, has helped in the welding of the East and the West, and who puts the beautiful imagery and invigorating sentiments of the East in the forceful language of the West, you will be a MAN,—

> If you can trust yourself when all men doubt you,
> But make allowance for their doubting too
> If you can wait and not be tired by waiting,
> Or being lied about, don't deal in lies,
> Or being hated don't give way to hating,
> And yet don't look too good, nor talk too wise,

and you will be doubly and truly a Man,

> If you can meet with Triumph and Disaster
> And treat those two impostors just the same
> If you can bear to hear the truth you've spoken
> Twisted by knaves to make a trap for fools,
> Or watch the things you gave your life to, broken,
> And stoop and build'em up with worn-out tools.

To-day's charge to the earnest and conscientious seeker conveys volumes without gratuitous amplification. It is the key-note of the guiding principle of the University, with its initial motto, "Advancement of Learning." We pledge ourselves, to "Advancement of Learning" to begin with and strive in its cause to the utmost of our power. But when you go forth to the world, without putting a discount on learning and its fruits, we charge you ever in your life and conversation to be assiduously worthy of that which your learning has earned for you. We hesitate to put our hall-mark on metal that is or may subsequently prove base. If we cannot minutely assay we largely trust to the purification of this solemn obligation as a guarantee of potent virtue. Advance the domains of knowledge if you can and uplift your University's name in the councils of the Empire of Learning. But we have no quarrel if all do not succeed in this; it is not given to all to do so who go forth to life's battles in places obscure or high. This however is demanded of all that their daily life and conversation, conversation in the wider sense, should be worthy of the association with the University. Two of your own people who at one time or another

occupied the position that you occupy to-day, have also occupied the place that by the grace of His Excellency the Chancellor is now mine to occupy. God willing more of us,—and who knows if not some one of you admitted to-day—may have the privilege of administering the self-same charge and assisting in the same duties in the not very remote future. A higher and more acceptable honour and a more responsible office could not be conceived for an educated Indian, for the Charge is fit to take rank, in the Academic world, with Nelson's never-to-be-forgotten signal at a supreme moment, that more than a century later calls forth the latent energies of the whole Empire.

The labours of the day will be amply repaid if the charge that it was my privilege to administer, continues to influence you in life and helps in building up character and manhood on which His Excellency the Chancellor has laid so just a stress. And our earnest prayer to the Almighty would be that to-day's academic ritual may never be for any of us, a hollow unreality and an unsubstantial nothing.

The 11th March, 1916

The Right Hon'ble Thomas David Gibson Baron Carmichael of Skirling, G.C.I.E., K.C.M.G., M.A.

Rector

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

His Excellency the Chancellor has sent you a message. I shall read it to you—

"I regret very much that I am not able to be present at the last Convocation which the Calcutta University will hold during my stay in India. It has been a great honour to me to be the Chancellor of this the largest University in India, and it is with true regret that in a few weeks' time I shall sever my connection with it, but I wish to take this opportunity of assuring the University through you of my unabated interest in its welfare. It was in Calcutta that I made my practical acquaintance with the student problems of India which have always had the deepest interest for me; and I am glad to think that my name will remain associated with one of the hostels and one of the Professorships of the University. In my capacity as the Head of the Government of India it has been my good fortune to be able to associate myself with very considerable grants of money for the improvement of the conditions of teaching and the

surroundings of the students of the Calcutta University, and when I have left India I shall continue to watch with the greatest sympathy and interest its future development. If I may give a word of parting advice it would be this. A University embodies the highest educational ideals. Let them be our high road and let us not be tempted by any extraneous issues to stray from that high road and diverge into easier and more alluring by-ways. This University has a unique position and an inspiring historical record. It may, and I hope it will, throw off from time to time new shoots to spring up and bear fruit in outlying areas, but I have little doubt that the parent institution will, under careful guidance, pass on from strength to strength an ornament to the great city of Calcutta and an object of enthusiasm to its own students. Long may it live and flourish! I bid it God Speed with a heart full of hope for its future."—VICEROY.

Within a few weeks' time Lord Hardinge will leave India. His term of office has been longer and more strenuous than that of most Viceroys. He has encountered danger and has suffered private grief such as few men are called on to face. Sorrow and suffering have endeared him to the hearts of the people who have won from him that sympathy which we all know so well.

To you, as members of the University, he was not merely your Viceroy, but also your Chancellor: he associated himself closely with you and he did much for you. I need only remind you of that letter, written with his own hand, which used to hang in the old University Institute room. I hope

to open your new Institute next month. You owe that to Lord Hardinge. During his last year in India he has done much to provide hostels, in order that some at least of the vast body of students who live in Calcutta may be housed in convenient buildings amid suitable surroundings. Very soon we shall see eight of these hostels begun, and we shall also, through Lord Hardinge's kindly interest, soon, I hope, have the student's infirmary to which your Vice-Chancellor has given so much time and thought.

Lord Hardinge's term as Chancellor has seen one great change which has had an effect, hardly not yet fully realized I think, on the University. The transfer of the winter capital of the Government of India from Calcutta to Delhi has made that close and constant touch which used to exist between the University and the Government responsible for its administration impossible, and the intimate personal knowledge of each other which the officers on both sides had and which I am told was of the greatest value in the rapid and smooth disposal of business, has to a great extent ceased.

But His Excellency Lord Hardinge, in spite of all difficulties, has never allowed this to lessen his interest in the University and I should like, if I may, to convey to him a farewell message expressing your gratitude for his efforts on your behalf, your prayer that the blessing of God may ever be with him, and your assurance that the example which he has set of a life spent in the service of others will not be forgotten by the students of Bengal.

The Vice-Chancellor will, I have no doubt, speak to you of the events of the University during the past year; but I want to refer briefly to a few points.

In the first place, on your behalf as well as on my own, I congratulate Dr. Devaprasad Sarvadhikary on being again appointed to what is perhaps the most important honorary office in the gift of the Viceroy. I know something of the difficulties which beset the Vice-Chancellor and of the enormous volume of work which he has to get through. His office is no sinecure and the public ought to be grateful to any man who ungrudgingly gives up his time to it.

While speaking of our Vice-Chancellor I want to remind you of his father. Rai Surjyakumar Sarbadhikari, Bahadur was born in 1832. After a brilliant career at the Medical College he joined the Government Medical Service. He was a valued helper of Sir Joseph Fayrer during the memorable siege of Lucknow and was a friend of Havelock's. His portrait which has been presented lately to the University, will find a fitting place in this hall where he laboured for so many years as a Member of the Faculty of Medicine—for some time as its President, and his memory will be further and most appropriately preserved by a gold medal of the value of Rs. 100 to be conferred at each Convocation on a medical graduate of the Calcutta University.

I am told you expect me to speak of recent happenings in some of our colleges. I do not intend to say much. I am not yet in possession of full

knowledge of the facts. It is the duty of my Government and of myself as Governor to try to find out and to deal as best as we can with the causes which led to those events which I most sincerely deplore. Mistakes, if such have been made, must be brought home to those who made them. Misunderstandings must be cleared up; if the system has been at fault it must be changed. For we must have a cordial working together of teachers and taught. I believe you can help, and I confidently look to you to help.

The direction in which India will advance in the immediate future largely depends on you and on your fellow-students of to-day. On you therefore lies a great responsibility, not to yourselves alone, but to your fellow-countrymen. You all, I hope, realize that; but I am not sure that you all quite realize what that implies. I sympathize with the students—I have been a student myself—and these recent happenings grieve me, for they must have done harm I fear to the students—but they puzzle me, for I hear them spoken of in a way which I do not understand; and in a way which I would not expect—least of all in India. I am no scholar in oriental languages, but I have read in the works of your great Law-giver some passages and one of your most distinguished scholars has kindly checked my translation of them—such passages as these—

आचार्य्यश्च पिताचैव माता भ्राता च पूर्ब्बजः ।
नार्त्तेनाप्यवमन्तव्या ब्राह्मणेन विशेषतः ॥

Âchārjascha, pitāchaiba,
Mātā bhrātā cha pūrbbajah,
Nārtenāpyabamantabyā,
Brāhmaṇena biśesatah.

(*Translation.*)

The teacher, the father, the mother and an elder brother must not be treated with disrespect, specially by a Brahmin, though one be grievously offended by them.

गुरोर्यत्र परीवादो निन्दा वापि प्रवर्त्तते ।
कर्णौ तत्र पिधातव्यौ गन्तव्यं वा ततोऽन्यतः ॥

Gurorjatra parībādo
Nindā bāpi prabarttate,
Karṇau tatra pidhātabyau
Gantabyam bā tatonyatah.

(*Translation.*)

Wherever people justly censure or falsely defame his teacher, there he must cover his ears or depart thence to another place.

परीवादात् खरो भवति श्वा वै भवति निन्दकः ।
परिभोक्ता कृमिर्भवति कीटो भवति मत्सरी ॥

Parībādāt kharo bhabati
Śvā bai bhabati nindakah,
Paribhoktā kṛmirbhabati
Kīṭo bhabati matsarī.

(*Translation.*)

By censuring his teacher, though justly, he will become in his next birth an ass, by falsely defaming him a dog; he who lives on his teacher's substance will become a worm, and he who is envious of his merit, a larger insect.

These are your old traditional Indian sentiments; put more unqualifiedly than we should have put them, but practically the same sentiments which I was taught ought to govern the relations between myself and my fellow-students and our teachers in England; the sentiments on which all school and college discipline is based.

The word discipline is, I fear, sometimes misunderstood. It means primarily the relation which exists—not in the East only, nor in the West only, but everywhere,—between the teacher and his disciple, between the *guru* and his *chela;* and if either teachers or students have really broken away from that relation, something is very far wrong indeed. Discipline does not mean something harsh, unbending, unsympathetic: it may at times involve hard treatment, but it does not involve loss of dignity; far from it; it adds to the dignity of both pupil and teacher. There is no servitude in discipline, though there is implict obedience,—obedience which does honour to those who give it quite as much as to those who receive it.

The teacher may have faults, teachers often have, and pupils are not blind; but none of us are free from faults, and as the old Hindu Law-giver whom I quoted said—the teacher must not be treated with disrespect even though the pupil may feel grievously offended. The Law-giver expressed his meaning very directly when, in the passage I quoted last he stated what in a future birth would become of a pupil who censured his teacher—and

that there might be no mistake he added the words—
" though justly."

That was the view held by Hindus in ancient days: it is the view held in all educational institutions of which I have experience in the West, and I feel sure it is the view of the great majority of thinking men in Calcutta to-day.

Discipline is not a thing confined to schools or colleges—it begins in the home; the father has to be obeyed—not because he is always right, but because he is the father. And after our college days are done there is the great world beyond where the training of discipline is one of the factors of character which does most, and for which the world pays handsomely: for it makes for human progress.

My experience of students here is not so great as yours; but such as it is, it leads me to believe that Bengali students—quite as much as any students elsewhere—have high ideals of honour and of duty: and that their aim is honourable to live noble lives. Here as elsewhere, their ideal may not be always clearly defined; here as elsewhere, students may at times confuse the true with the false; here as elsewhere, students may do foolish perhaps even wrong things in the heat of the moment, or at times deliberately; but I believe they are as generous here, and as ready to give and take as they are elsewhere.

I know that there are many factors in a student's life here with which I am not familiar; but that hardly explains all that puzzles me. I look back on things that happened in my own experience

more than once in other countries—where a fault was committed against college discipline and the authorities did not know who had committed it. I ask myself what course did the college authorities take. What course did public opinion and student opinion expect them to take? Did they telephone to the Commissioner of Police to come and help them to find the culprit? Such an idea would have seemed to them absurd. They placed the punishment on the shoulders of the body of students directly concerned: but not with the object of inducing any student to give information concerning others. To try to obtain information in such a way from others than the guilty is repellant—to give information about others in such circumstances is dishonourable—in student life, whether in England or in Bengal. No! They trusted to the honour of the offenders themselves—they believed that the offenders would value honour more than they dread punishment and would not let the innocent suffer with the guilty, but would come forward to bear the punishment due to them. I know individuals will not always in fact do this. But I should always have expected my fellow-students as a whole to feel that they ought to do it, and to look to individuals to justify that expectation. It is hard for me to conceive that this is not so here. Yet many people tell me it is not. If you know that it is not—and you who have just finished your time as students must know—for the sake of your good name; for the sake of your own chance of getting for yourselves many things which I know you want to get, and which I want you to get; and for the sake of your

fellow-countrymen whose future condition must depend on the reputation which educated Indians hold in the eyes of the world, I would beg you to try and bring about a change in student feeling. From my knowledge of Bengalis I feel sure that this idea of honour will appeal to you if only you clearly grasp it. I feel sure that Bengali students will never respect men who are so cowardly as to let others suffer for their fault. I do not believe that Bengali students are cowards either morally or physically, and if they face facts squarely, I shall be surprised if they do not of their own accord discourage anonymous letters said to be written by students to newspapers and see that there are no more of those "strikes" of which I have heard so much lately, and which show that whatever the root cause of what we regret may be, it is at any rate not the failure of two races to understand each other.

I have kept you longer than is customary on these occasions. You have listened to me patiently. I hope you will take what I say in good part. It is both my duty as Rector and my desire as their friend to help the students of Calcutta University when I can. I shall, therefore, try to understand when they are—or think they are—aggrieved; but it is their duty as students, and I hope it is the wish of all of you as Bengalis, to show me that Bengali students are worth helping. I trust, therefore, to you all to look ahead, and I trust to the students to think of their fellow-students as well as of themselves, in fact—to use a colloquial phrase—to play the game.

I now call on the Hon'ble the Vice-Chancellor to address the Convocation.

The 11th March, 1916

The Hon'bie Dr. Devaprasad Sarvadhikary, Suriratna, Vidyaratnakar, C.I.E., M.A., LL.D.

Vice-Chancellor.

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

I rejoice to extend to you all a cordial welcome under our own roof once again and it is my earnest trust that the inconvenience incidental to our having to crowd a couple of thousands of graduates and guests in a hall that physically refuses to take in any more than a thousand, will be overlooked. While hoping, as His Excellency the Chancellor bid us hope, last year, that further extension on a large scale, on the "abutting site of the fish market," acquired through His Excellency's good offices, will soon be possible, we must put up with the more than passing inconveniences of the moment, that seriously affect not only the amenities of the Convocation but also of our examinations and of our teaching and office arrangements.

OUR RETIRING CHANCELLOR.

Lord Hardinge would have under ordinary circumstances already vacated his high office; but owing to the exigencies of the hour, His Excellency's stay in our midst has been extended for a few months beyond the normal period. These have proved

particularly propitious to the educational world here.

Valuable and manifold as Lord Hardinge's services to our educational system have been throughout his period of office, during the last few months of that period were rendered some of the most signal of these services, the far-reaching effect of which is difficult now adequately to estimate. Strenuous labours towards the accomplishment of the Hindu University scheme, were brought to a close during these months, and it was the agreeable duty of His Excellency to lay the foundation stone of the Senate Hall at Benares in the presence of the assembled intellect, wealth and chivalry of India.

Mother of Universities.

To this unique ceremonial, of high significance, your University was cordially invited. In response, the Senate charged me with a message of felicitation, which was conveyed in the following terms :—

"The Senate of the University of Calcutta tenders through its Vice-Chancellor hearty felicitations to the Hindu University Society on the occasion of the laying of the foundation stone of the Senate House of the Hindu University at Benares by Lord Hardinge of Penshurst, who, as Viceroy, and as Chancellor of the University of Calcutta, has consistently and whole-heartedly worked for the educational advancement of India. The University of Calcutta sincerely congratulates the Society on the

successful termination of its arduous labours and the effective surmounting of the many difficulties that stood in the way of accomplishment of the end in view. The University of Calcutta fervently hopes for early fruition of the Society's endeavours, and the abundant realization of its aims and ideals. Prior to the establishment of the Universities of Allahabad and the Punjab it was the proud and grateful privilege of the University of Calcutta to foster the growth of education, and promote the advancement of learning throughout the length and breadth of Bengal, Bihar and Orissa, Assam, Burma, Upper India, the Central Provinces and Ceylon. The University of Calcutta rejoices in the accomplishment of the work which has already led on to and justified the creation of three other Universities. It trusts that the magnificent example of initiative, organisation, and self-reliance that the Hindu University Society has set in collecting the necessary funds for the establishment and maintenance of the Benares Hindu University, and for securing its speedy recognition, will be a lesson of abiding value to all interested in the advancement of learning. The birth of a teaching and residential University on modern lines resuscitating, and where necessary modifying, ancient ideals, a University which will conserve, embody and develop the best of Hindu culture, and which at the same time proposes to meet the divergent needs of the vast provinces and varied communities of India is a new and welcome feature in Indian educational polity. Its course and progress will be watched with the keenest possible interest, though also, perhaps, with some anxiety

by all identified with the cause of Indian progress, and the well-being of the Empire. In this great and good work, which is fortunate in securing the high patronage of our gracious and well-beloved Sovereign the generous support of his Imperial Majesty's trusted Viceroy, and of his Government, and in the good-will and co-operation of the princes and peoples of India, the University of Calcutta fervently wishes godspeed."

These expressions of good will were cordially received and highly appreciated. To enjoy the distinction of being the Mother of Universities before her Diamond Jubilee has been celebrated, will be an abiding satisfaction, nay the source of legitimate pride to the University of Calcutta.

Hostel Grants and the Chancellor's other Benefactions.

During the closing months of Lord Hardinge's Chancellorship have also been taken the final and really important steps for giving a practical turn to the handsome Hostel grant to the University for Calcutta private colleges, announced by His Excellency at the last Convocation. Such a large undertaking, in working out details, necessarily involved protracted and at times anxious negotiations and involved conferences at Simla, Darjeeling and Calcutta. Plans and estimates for the Bangabasi, Ripon, Metropolitan, City and St. Xavier's College Hostels, in the preparation of which we have been greatly assisted by our now colleague Mr. Crouch,

have been finally approved by the Government. Plans and estimates for the Mahomedan Hostel are also ready. The Government has been good enough to sanction an independent supervising establishment for the University and by careful control it is expected that in spite of noticeable rise in the cost of building, there may be money left for a separate hostel for Buddhist students and another for, what short-sighted fashion calls the "depressed classes." This, for the present and till the accounts are adjusted, can hardly be much more than a pious hope.

I invited your attention last year to the great need of carefully looking after the health of our student population, obliged to live in Hostels and Messes. It was my privilege to press this aspect of the student housing question on the attention of the Governments of Bengal and India who, on a careful consideration of the facts brought to their notice, have been good enough to adopt the scheme of a separate central Infirmary, apart from the ordinary sick-rooms that have been provided in all Hostel plans.

For land acquisition, supervision and building purposes the Government of India has paid nearly Rupees nine lakhs and a half out of the promised ten lakhs, and work will be immediately commenced. Besides acquiring land for the Bangabasi, the Ripon, the Metropolitan and the St. Xavier's College Hostels, the Government of Bengal has been good enough to agree to add 3 lakhs and a half to the cost of buildings out of the amount previously paid by the Government of India to it for Hostel purposes.

During Lord Minto's Chancellorship Rs. 10,35,048 were paid by the Government of India to the University on account of capital and recurring expenditure. During Lord Curzon's *regime* no grants had been made. During Lord Hardinge's Chancellorship, the recurring expenditure, alone, amounted to Rs. 13,02,283 and the capital grants for University purposes amounted to Rs. 32,35,000, including grants for hostels for private colleges in the Mafassil and at Calcutta. This made a record total, in five years, of Rs. 45,37,283.

The grant to private colleges during the period rose from Rs. 80,000 in 1910-11 to Rs. 1,23,000 in 1914-15. Unfortunately, owing to the War, the expected grant of Rs. 1,29,000 towards the same purpose this year has been unavoidably withheld. We have every hope that as soon as there is a favourable opportunity this year's omission will be rectified.

Before laying down his office, His Excellency has thoughtfully taken care to see that no contingencies shall stand in the way of the fulfilment of the promise generously made last year. We are grateful for this welcome and much-needed assistance towards more effective compliance with our residence regulations.

Lord Hardinge's widespread and unshakeable sympathies with the people of India and their aspirations, his magnificent service to the Empire at one of the most critical moments of its annals, that rallied Indian chivalry, valour and devotion round the Flag and served to turn the tide of affairs at some of the most strategically important points of the

Seat of War, as well as his great achievements as a friend of Indian education, will make his Viceroyalty and Chancellorship memorable. To have to bid him good-bye must cause universal regret. Our particular regret is that His Excellency's engagements have not permitted him to be present at to-day's function. We respectfully bid him good-bye and fervently wish him godspeed.

Our Chancellor-Elect.

His place will be worthily taken by Lord Chelmsford, who had singular opportunities of knowing work-a-day India at first hand and her problems more intimately and from a higher vantage ground than any of his predecessors on their appointment. A trained lawyer, who has taken an active interest in public affairs, from Membership of the London County Council to Governorship of important colonies, a true soldier and disciplinarian who did not hesitate at the country's call to serve in a subordinate rank, a sportsman in the best sense of the term, and above all an earnest friend of education and one intensely interested in material welfare of the people, His Lordship will come in our midst with a record as brilliant as full of promise. We offer him a cordial and respectful welcome and an assurance of our loyal support.

The New Education Member.

During the concluding months of Lord Hardinge's tenure of office, the new Education

Member, the Hon'ble Sir Sankaran Nair, took charge of his high office. The selection of one of our most gifted and respected of countrymen, with a long judicial training, and a longer training in the service of the country for the important post of Education Member of the Imperial Government, has been received with great satisfaction. With a markedly broad outlook of things, Sir Sankaran Nair's firmness and strength of character, abilities and acumen have already given more than an earnest of assured success.

Losses by Death and Retirement.

I congratulate myself that my tale of losses by death and retirement, customary on these occasions, will be comparatively short.

Lt.-Col. F. J. Drury, B.A., M.B., I.M.S., joined the Indian Medical Service in 1885. He was for some time Principal of the Medical College and Dean of the Faculty of Medicine. As a representative of the Faculty on the Syndicate and as Dean, Col. Drury rendered considerable service to the University. His uniform sympathy with his students and the members of his profession secured him a high place in their esteem.

The Hon'ble Sir Arthur Wilson, Kt., was appointed a Fellow in 1879 and was Vice-Chancellor from 1880-83. Although on his return to England he ceased to be connected with this University, he always took a deep interest in its welfare and watched its progress with the anxious care of one who had nursed it in its earlier and smoother days.

Those of us that remember Sir Arthur as a Judge, a gentleman and as Vice-Chancellor, will recollect what a striking personality his was and how favourably he impressed all who came in contact with him. He was in touch with India up to the last, as one of the most valued members of the Judicial Committee of the Privy Council.

Surgeon-General Sir Gerald Bomford was appointed a Fellow in 1894 and was a leading member of the Faculty of Medicine, of which he was Dean for several years. He was also a Member of the Syndicate and did valuable service when the new Regulations of the University were framed after the passing of the Indian Universities Act. The University bestowed on him an honorary degree and the Government the honour of K.C.I.E. He was fearlessly outspoken and a sworn foe of hollowness and insincerity in all shapes and quarters.

Shams-ul-Ulama Mahammed Yusoof, Khan Bahadur, who was an Honorary Fellow at the time of his death, was one of the early batch of graduates of this University, who by their brilliant after-career, their high example and steadfast devotion to the cause of education have shed lustre on the fair fame of their Alma Mater. Maulavi Yusoof graduated in this University in 1865 and after passing the B.L. Examination in 1868, got himself enrolled as a Vakil of the Calcutta High Court, where he practised with distinction and success. He was a Justice of the Peace, an Honorary Magistrate and a Municipal Commissioner for 12 years, and was twice a Member of the Bengal Legislative Council. In 1882 he was appointed a Fellow of the Calcutta University

and as a Member of the Faculties of Arts and Law as a Member of the Syndicate, as President of the Board of Studies in Arabic, Persian and Urdu, and as Dean of the Faculty of Law, he rendered considerable service for over twenty years. In 1892, he was elected Tagore Professor of Law and Sir Rowland Wilson in the introduction to the 3rd edition of his work on Mahomedan Law, referred to these lectures as the most important addition to the literature on the subject.

The Government of India conferred upon him the title of Khan Bahadur in 1902, and in 1910 he received the distinction of Shams-ul-Ulama, in recognition of his scholarship.

He was intensely religious, but highly tolerant and some of the scriptures of his Hindu fellow-subjects had a fascinating interest for him. Outspoken and frank, yet extremely courteous, the Shams-ul-Ulama was greatly esteemed by all with whom he came in contact.

Babu Golapchandra Sarkar Sastri's career was one of uniform brilliance and success. From his early years he conceived a passion for Sanskrit studies and while at the Sanskrit College he attracted the notice of Professor E. B. Cowell, and of Pandit Iswarchandra Vidyasagar and Babu Prasannakumar Sarvadhikary. The relation between these worthy teachers and the pupil ripened into a lasting attachment, which proved very helpful to him.

In 1871 he passed his M.A. Examination in Sanskrit, standing first in the First Class. Within a few years of his joining the profession he made his mark as a sound and able lawyer. His profound

knowledge of Sanskrit made him an authority on Hindu Law, the complexities of which he unravelled with consummate skill, firmness and ability, from original sources. And his opinions were sought far and wide, for he was a fearless exponent of Hindu Law as he understood it to be.

His services as an educationist were long and conspicuous, as a Professor of Law. He also gave much of his time and energy ungrudgingly to the Metropolitan Institution and helped in saving it from complete collapse after Pandit Iswarchandra Vidyasagar's death.

As a Member of the Senate, of the Syndicate, and of the Faculties of Arts and Law, as an Examiner for the highest examinations of the University and as Dean of the Faculty of Law, Babu Golapchandra rendered us varied service of great value. He was appointed Tagore Professor of Law in 1888 and his lectures on the Law of Adoption are recognised as a valuable contribution.

Babu Golapchandra's social virtues and the qualities of his heart were of a high order. He was a true representative of the old type of Bengali gentlemen, now fast passing away. Simple and unostentatious, yet, independent, of an extremely amiable disposition, a veritable example of plain living and high thinking, he was loved and respected by all who knew him.

We miss from the ranks of our Ex-officio Fellows the impressive personality of the Hon'ble Sir Harcourt Butler, who since the organisation of the new Education Department of the Government of India was at the head of its affairs and was

identified with its activities. His intimate knowledge of the conditions of our Universities and their wants was of great help to the Department and his traditional interest in education as a prominent member of a great family of educationists, materially assisted its work. His unswerving support of the Benares University scheme helped its completion much sooner than could have been expected. Burma, which is privileged to have Sir Harcourt as its ruler, will profit immensely by his steadfast interest in educational advancement.

The retirement of Sir Lawrence Jenkins, Kt., K.C.I.E., K.C., B.A., deprived us of the services of one of our most capable and prominent of Ex-Officio Fellows. As a Puisne Judge here many years ago and as Chief Justice of Bombay, as a member of the Council of the Secretary of State and lastly as Chief Justice of Bengal, his knowledge of India and Indians was intimate. He was a staunch friend of Indian students and always evinced sympathy with their aspirations and concern in their welfare. Amidst the many duties and engagements of his high office, Sir Lawrence was ever ready to befriend the young of this city and to encourage them by visiting their libraries and sporting clubs. He could seldom take an active part in our administrative work; but his advice and guidance in difficult matters were often sought and readily given. He rendered great assistance in bringing Europeans and Indians together and in promoting good feelings between them.

Surgeon-General Col. G. F. A. Harris, I.M.S., was appointed a Fellow of this University in

1900 and was for a time Dean of the Faculty of Medicine. As Chief Executive Officer of the Medical Department, Col. Harris was instrumental in bringing about much of the improvement in the prospects and status of the Subordinate Medical Service of Bengal. His long and creditable service won him a well-earned C.S.I.

Within the last twenty-four hours departed from our midst a worker whose connection with Calcutta life will long be held in affectionate remembrance. There was hardly a charitable or social movement into which Sir Herbert Holmwood did not willingly throw himself and which did not profit by his counsel and powers of organisation. And his absence will be regretted not only by the blind and the lame but also by all who value art development and good relations between Europeans and Indians. Sir Herbert also left a distinct impress on the country's administration. He had friendly relations with the members of the Bar in its different branches and the members of the Provincial Judicial Service, which made his work smooth and successful. "A good man, a good Judge and a Judge with long familiarity with the people, their institutions and language, with abounding sympathy with their views and aspirations and with proper humility is not an everyday combination." And such a Judge was Sir Herbert Holmwood, in the words of an eminent Indian Ex-Judge, informally but very truthfully uttered, about him at a gathering to bid him goodbye.

This week we also lost the services of Dr. G. H. B. Kenrick, K.C., LL.D. who for five years, was

the Advocate General of Bengal and the trusted legal adviser of the Government. He is the joint author of a learned legal treatise and his services were freely at our disposal as an Examiner in our higher Law examinations. As a member of the Faculty of Law he often took an active part in University work and his was not a wholly unfamiliar figure at our Senate meetings. As a member of our Law Advisory Committee, he rendered the University important service in the unfortunate litigation in which it has been involved and the final stages of which have not been yet reached.

University Activities.

Inspite of daily lessening workers whose places are difficult to fill adequately, our activities must be unabated—nay, be steadily on the increase. These activities cannot be fully judged by mere increase in the number of candidates appearing at our examinations or of those passing them. The numbers are however significant.

Last year the number affected by our work was unprecedented. We had 12,617 candidates for the Matriculation Examination as against the modest 244 with which we began in 1857. The number of candidates for the Intermediate Examination rose from 163 in 1861 to 6,906 in 1915. Our would-be Bachelors were 13 in 1858 and 3,499 last year and against the single aspirant for Mastership of Arts in 1861 the number of candidates for Masterships in 1915 stood at 718. Candidates for the newly instituted Licentiateship in Teaching rose

from 12 in 1909 to 40 in 1915, and those for the degree of Bachelor of Teaching rose from 16 in 1909 to 60 last year. The number of candidates for Bachelor in Law in 1858 was 19 and the number in 1915 was 590—by no means the largest on our records, for we had 993 candidates in 1911, 704 candidates in 1902, 705 in 1912. The number of candidates for Bachelor of Medicine was 2 in 1867 and 137 in 1915. The number of candidates for Bachelor of Engineering was 1 in 1869 and was 26 in 1915. The increase in professional examinations like those in Medicine and Engineering has not kept due pace and must be regarded as disappointing. The number of candidates for Master in Law in 1908 was 4, in 1913 was 14 and in 1915, 11.

There was no candidate for Doctorate of Law last year. Nor had we candidates for Honours in Medicine or Doctorate in Medicine or any of the higher Medical examinations in 1915.

Candidates for our Doctorates have shown a tendency to fall off. Against 3 candidates for Doctorate of Philosophy in 1908, 4 in 1909, 7 in 1910, 2 in 1911, 3 in 1912, 9 in 1913, 4 in 1914 there was only one candidate last year who did not attain success. This year's candidate fared better.

The Bireswar Mitter Medal for Economics went unawarded again last year for want of sufficient merit on the part of candidates, who are expected to show solid and sound practical work by independent observation and research and not merely bibliographical knowledge. Thus also came the Anathnath Deb Prize to be unawarded. Some of

the other medals also were unawarded for want of suitable candidates. There were 591 candidates for the last M.A. Examination, of whom 252 were successful and 23 were placed in the First Class as against 34 in the previous year, out of a total of 523 candidates. Of 127 M.Sc. candidates 57 were successful; of these 21 were placed in the First Class as against 16 who obtained First Class out of a total of 94 candidates the previous year.

The total number of candidates who appeared at different examinations last year was 27,360 against 24,189 of the previous year, and against 256 in 1857. These are striking numbers though the Punjab, the United Provinces, the Central Province and Ceylon have long ceased to send their candidates to us. To our Matriculation Examination just over the number of admissions was 14,221. The numbers registered for the Intermediate Examinations in Arts and Science to be held next week are 5,919 and 1,313 respectively, as against 5.171 and 1,035 during the previous year. Corresponding numbers for the Examinations of the Bachelor of Arts and Science which stood at 3,006 and 493 last year are 3,335 and 528.

We have 761 recognised schools and 51 affiliated colleges as against 50 schools and 13 colleges in 1857. Our B.A.'s and B.Sc.'s according to the Calendar number 20,075, our B.L.'s 7,687 and our M.A.'s and M.Sc.'s number 3,764. When one considers that many of these are dead, the survivors are not a very large number where you have to deal with a population of 98,725,879, out of whom according to the latest census figures available 7,938,626 are

returned as literate, and 676,814 are literate in English, leaving out tracts from which our jurisdiction has been withdrawn since we first began to turn out graduates.

Increasing Numbers.

While all interested in the country's advancement must rejoice that high education is making big strides, there is the other side of the question of which note has to be taken. We cannot shut our eyes to the fact that the present arrangements are proving altogether insufficient.

At the same time stringent artificial measures advocated in some quarters for keeping down numbers would be no real solution. The normal method of coping with increasing numbers, would, therefore, be a proportionate increase in the number of colleges and of duplication of classes in existing colleges within proper limitations, for which I must plead again with all the earnestness I can command. The Government and the people, as well as the University, have enormous obligations in the matter that cannot be ignored. Infinite, patient, sympathetic and self-sacrificing efforts will be needed to cope with the situation, if we are to profit by the progress that has been given so excellent a start and that must not be dwarfed or arrested, because of its seeming rapidity.

While we undoubtedly need more colleges, the suggestion cannot be entertained that they should be tolerated, except on sound lines. Realising that the present state of things requires early improvement,

the Syndicate has placed itself in communication with colleges where congestion is complained of and where the proportion between the number of students and professors or of class accommodation is inadequate.

Coping with Congestion.

I was much struck by the observation of a prominent and thoughtful European Member of the Senate in another concern of late, when he urged that "mere lack of brick and mortar should not be the standard of exclusion." That would be sad indeed, where there is a genuine and widespread desire for learning.

His Excellency the Viceroy in his memorable Benares Address referred to the need of relieving congestion in our educational institutions in forcible language. His Excellency was pleased to point out that the Benares University would add facilities for higher education and to some extent relieve the pressure on existing institutions. Having regard to its comprehensive scope, there will undoubtedly be some from these provinces, who if permitted, will be glad to avail of opportunities afforded by the Benares University. But it is hardly likely that the relief will be early or appreciable. Though His Excellency's observations were made in connection with the question of multiplication of the number of Universities, they are no less apposite, in connection with the question of the number of colleges. His Excellency was pleased to observe :—

"We all know, or have heard of the pressure that exists in our existing University centres, of the

enlargement of classes to unwieldy dimensions to admit of the inclusion of the ever increasing number of students, of the melancholy wanderings of applicants for entrance from college to college when all colleges were already full to overflowing. There is a division of opinion between the advocates of quantity and the advocates of quality, and there is much to be said for both. The charge is frequently brought against Government that they are too eager for quality and too ready to ignore the demand for quantity and comparisons are made, that do not lack force, between the number of Universities in England, America and other countries and the number available to the 300 millions of India."

THE DAILY-GROWING PROBLEM.

The language of our Act of Incorporation, is that for "better encouragement of Her Majesty's subjects in the pursuit of a regular and liberal Education it has been determined to establish the University for the purpose of ascertaining by means of examination the persons who have acquired proficiency in different branches of Literature, Science and Art."[1] Once for all, have we clearly to understand, therefore, that we were created and exist "for better encouragement" of His Majesty's subjects "in the pursuit of a regular and liberal Education."

Sir Courtney Ilbert in one of his Convocation Addresses said :—"The great despatch of 1854 may be called the fourth *period of the education under the British Government of India*. The first period

was the *period of indifference*, when the British rulers of Bengal were far too busily engaged... to have leisure for such matters as education. Then began what may be called the period of *Orientalism*. From 1835 onwards was what was called the *filtration* period, from a phrase which was much in vogue after the theory that Government should concentrate all its energies on higher education, which should reach the masses by 'filtration downwards'."

The filtration has gone on ever since and will go on by the laws of nature, as it were, the credit or discredit for it belonging entirely to the occidentalists who started the process, which no power can stop.

And it has gone on to some purpose. Our second Vice-Chancellor, Mr. William Ritchie, reminded the Convocation that "English education, while it will infinitely *benefit India*, will also by that happy and providential law of the reaction of good upon those who impart it, benefit England as the Ruler of India—education, which I trust may be 'twice blessed, which blesseth him that takes and him that gives.'"

Lord Curzon, the author of the Universities Act and the promoter of the Regulations under which we work, strongly protested against the "monopoly of the best education by the few" and earnestly pleaded for its "diffusion among the classes who are worthy of it." His Lordship strongly urged that "the interests of the Government and the people in this matter are identical," for "an

ignorant India is a discontented India," while "the really well-educated Indian is also the best citizen."

Those who would discount a "discontented India" and would put a premium on and wish to see a rapid increase of our "best citizens," cannot possibly subscribe to the cult of artificially checking the numbers.

His Excellency the Viceroy was pleased to tell the Benares assemblage that "the Government realizes that the greatest boon the Government can give to India is the *diffusion* of higher education." His Excellency would, thus, trust to no mere filtration downwards, but aims at diffusion. No one has the right to call a 'Halt' after successive deliberate pronouncements like these.

"Educational problems" in Lord Hardinge's words "have a way of stirring up more feeling than almost any other social question." The difficulties I am now indicating are by no means new or exclusive and educational systems elsewhere have been equally liable to them. A noted writer describing a similar situation in another country spoke of two seemingly antagonistic forces—"one striving to achieve the greatest possible extension of education and the other to minimise and weaken it". "The one would spread learning among the greatest possible number and the other would limit it to the favoured few and make it renounce its highest claims." The struggle between the movement for limiting and concentrating education and for strengthening and securing its independence have long gone on in many countries including

ours in the past, and the latter has generally prevailed. We have carefully to steer clear of thoughtless impetuosity and of equally thoughtless sneer and banter, against which every Vice-Chancellor and every earnest University worker has to show himself proof.

"Education," in His Excellency's words "is not an exact science and never will be" We are always changing,—proceeding backwards or forwards as the case may be. According to an educational philosopher of Europe, all Universities may within a short time of achieving their most up-to-date improvements, "be so transformed that their very regulations may, in the eyes of the next generation, seem to be but the relics of the cave-dwellers' age." There is no reason to lose heart or feel depressed, therefore, because our Regulations or their administration or interpretation may lack perfection. Comprehensive changes in the Regulations, now ten years old, have long been deemed necessary, as I indicated last year. But in this, as in many other matters, we are obliged to bide our time.

Claims of our Vernaculars.

New problems are, in the meantime, arising that will soon claim attention.

The authorities have before them a representation by Bengali poets and literary men that the claims of Bengali poetry should not be overlooked. For the mere man, we have so far limited ourselves to mere prose and this requisition for inclusion of poetry in his case, is a reminder that we are

not doing our whole duty. Others demand systematic study of and examination in Vernaculars, and urge that we should no longer be satisfied with mere "models of style and character," to which our recommendations are now limited. All these questions will have to be carefully considered and cautious advance may follow. The importance of our Vernaculars is recognised by the Regulations and we are very slow to make exceptions in favour of those who wish to give the go-by to their Vernaculars. We insist on some acquaintance with them up to the B.A. stage and many think that the inclusion of the M.A. stage in this development ought not to be long deferred. Encouragement of Vernaculars by the University is showing gratifying results in the development of educational and general literature and commendable text-books are appearing in difficult subjects, that were never taken up before. This will soon bring us face to face with the larger question as to how far Vernaculars ought and may be the vehicle of teaching, up to a certain point in at least some selected subjects.

Our Standard.

Questions of standard, efficiency and ideals in the shapes that they have been brought up of late, are engaging our careful and anxious consideration. Twenty-five years ago the Senate ordered an enquiry into reasons of the low percentage of our passes. The Senate twenty-five years later, has been invited to hold an enquiry into complaints of a different order,—about high percentage of these

passes. We are told that though our standard is high on paper so far as curriculum and questions are concerned, the examination itself is lax, which is responsible for turning out a large percentage of indifferent students, proving a drag upon the machinery of education, that are bound to be a further drag upon society and culture. Nothing could be more regrettable than if this were so and no discussions or steps that would clear up and better the situation should be deprecated or deplored.

Though the methods and conclusions of some who feel it their duty to express themselves to the above effect, may prove faulty, those who are *bonâ fide* anxious to raise the standard must be friends of education and of the country. We do not want to be behindhand and cannot afford to be, if we are to take our proper place in the increasing struggles of life, in many a daily expanding field. To be any way behindhand cannot be to our interest; it is worse than shortsighted—it would, now, be downright suicidal.

We have, however, to hasten slowly. Raise the standard by all means if there be a clear case for it. I have complete faith in the capacity and diligence of our students. If insisted on after proper examination of facts, on adequate notice and on proper lines and if gradually introduced, given proper opportunities, no reasonable standard will, I am persuaded, be too high for them. This has often been demonstrated at home and oftener abroad, where our indifferent students have, in recognised centres of high standards, covered themselves with unexpected glory.

Criticisms like those indicated above, have been debated on in the Faculties and in the Senate in considerable detail and have now crystallised into definite demands. A large committee of the Joint Faculties of Arts and Science and a smaller committee of the Senate are investigating them in their more or less comprehensive phases. The result of the labours of these committees—the former presided over by the Hon'ble Justice Sir Asutosh Mookerjee and the latter by Dr. Brajendranath Seal—will be awaited with considerable interest.

Stricter Routine.

Our many and growing needs are making us circumspect in our routine work. We find it more than necessary to examine our financial position with care; safeguards against waste are being steadily added. Last year for the first time in the history of the University, the Annual Budget was placed before the Senate for information. There was a further advance this year and the Budget was discussed in detail by the Senate and adopted at its meeting. Rules for preparation of and adherence to the Annual Budget are being framed and an altogether new order of things in this direction is coming into force. A large mass of accounts has been recently published, showing in detail disbursements under certain heads, such as, remuneration of Examiners, travelling allowance of College Inspectors and so on. The Syndicate owed it to itself, thus to assist those desiring information, though the Senate saw fit not to impose any obligation. There

cannot be too much publicity or too great scrutiny with regard to administration of public funds, and anything that, in reason, can be done to help in this direction will be gladly done.

Our Shortcomings.

In the discharge of our steadily growing work, there cannot but be omissions and imperfections that are not always brought to light in time and more probably remain undetected and therefore unremedied. The wonder is that there are not many more of them, so vast and intricate is the machinery, and so unequal the resources; but prompt steps are taken to put defects right, as far as possible. My colleagues claim, that many as may be our shortcomings, they never hesitate, for the sake of mistaken prestige, to own a wrong, or to right it so far as in their power may lie.

It is a matter of gratification that interest in University work is steadily on the increase and few Members consider any details too tiresome or any facts too unworthy of full investigation. Questions of vital importance affecting the educational polity, as well as individual students, frequently come up in many shapes and in spite of their exacting nature, a recent motion for adoption of closure rules did not succeed. The peculiar structure of the Regulations, as well as this steadily growing interest on the part of our members, have largely added to the volume of work during the last two years, with which we are doing our best to cope.

Through the grace of His Excellency the Chancellor, I have been called upon, for the second time, to essay this work. At the last Convocation His Excellency was pleased to indicate that few people realised the great volume of work, worry and responsibility that falls to the Vice-Chancellor. And to-day Your Excellency has been pleased to speak encouragingly of my efforts. Such kind appreciation must be a great help in bearing this heavy burden, which no one has a right to shirk when the call comes in the Great Mother's name. I shall attempt to compass the work with the feeble abilities that have been vouchsafed unto me and in the best of my light. Mine can be only earnestly to try—success lies with the great Ordainer.

Our Professors' Work.

Our Professors, Assistant Professors and their Assistants are keeping up their work, a short account of which has this year been attempted in our annual report. The details need not therefore be here repeated. Dr. Young was obliged to go away earlier than was expected on account of bad health. His term as Hardinge Professor of Mathematics will soon be over. His Lectures and his two Reports of Mathematical activities in different centres in Europe, Asia and America, an enquiry into which was undertaken by him at the instance of the University, are full of promise. They will be awaited with interest. Though the establishment of our Travelling Fellowship has not been yet possible we

are indirectly engaged in this important work, through the help of our University Professors whose services may be available. Our Minto Professor of Economics, Mr. Hamilton, paid a visit to Japan during the last hot weather and studied economic conditions in that important centre of economic, industrial and commercial activities. This hot weather, on the invitation of the Commerce Department of the Government of India, he will undertake another journey to Japan, where conditions will be studied from certain specified points of view indicated. We have been assured that his visits will be of importance in connection with the publication of the results of his researches as Minto Professor, soon to be due. A careful stock-taking of facts and ideas is as needful as purely business organisations, in detail on the eve of an industrial awakening with which we are soon to be face to face in India. Mr. Knox, one of our most capable and devoted Professors of English, has applied for leave to go to the front, where our best wishes will follow him. He will, I believe, be the ninetieth educationist from India to join the colors.

Conditions for obtaining from abroad suitable professors are and will for some time be unfavourable. For example, Dr. Hazeltine, who was selected as Tagore Lecturer of Law, could not come on account of the War. The Carmichael Professor of History yet remains to be appointed, and we shall soon have to look out for Dr. Young's successor.

Nearer home, however, are we able to show some notable results.

Dr. Brajendranath Seal, George V Professor of Philosophy, has been delivering a course of public lectures at the University on the "Metaphysics of Psychology in the light of Comparative Philosophy." His recent volume, "The Positive Sciences of the Ancient Hindus," includes certain remarkable chapters relating to Psycho-Physiological and Logical topics, on which he has been lecturing at the University. The book will serve as an introduction to his Studies in Comparative Philosophy, in its detailed and systematic exposition of the empirical basis on which was raised in Ancient India that superstructure of Philosophy which has so deeply influenced the course of thought in Asia, and which, in the eighth, ninth and tenth centuries, produced in India systems of thought, which, in Dr. Seal's considered opinion take their place by the side of the most advanced philosophical systems of to-day in the occidental world. In Comparative Philosophy Dr. Seal is opening up altogether new ground and my last year's promise in this respect has not been belied. To study Chinese and Japanese Philosophy on the spot and thereby to enrich the field of comparison and trace many a missing link,—not in the now disappearing sense,—it is Dr. Seal's plan to visit Japan and China soon, should the necessary arrangements be possible. Realising the comprehensive scope of Dr. Seal's work and its possibilities, Government has fixed his period of office at seven years.

Dr. Ganesh Prasad's inaugural address, entitled "From Fourier to Poincaré" which was published by the University, has been received well by many

leading Mathematicians of Europe and America; some have written to him expressing their appreciation. He has under training three Sir Rashbehary Ghose Research Scholars; one of these has done a brilliant piece of investigation, while the two others have carried out creditable research work. Dr. Ganesh Prasad is anxious to organise a class consisting of a limited number of students in Applied Mathematics. One feature of the proposed arrangement is that provision will be made for training selected students in all the different branches of optional subjects prescribed by the Regulations; there is no provision for instruction in several of these subjects anywhere within the jurisdiction of this University.

Though Mr. Raman has not yet joined our Physics classes, he is inspiring and materially assisting our scholars in their researches and is himself assiduously engaged in them steadily keeping up interest in the work, by remarkable public lectures, from time to time. Writers of well-known text-books are frequently quoting his results and his researches are occupying quite a large field. Dr. P. C. Ray and Mr. Raman are expected to join our Science classes early next sessions; but Dr. D. N. Bose and Mr. Agharkar are still interned in Germany. Our work in Botany and a large portion of our work in Physics have therefore to wait. Dr. Narendranath Sengupta, who has been specially trained at Harvard, is expected to undertake work in Experimental Psychology, hitherto not attempted here.

EXTENSION LECTURES.

Let us for a moment turn to what we have been attempting outside our everyday routine work. Last year I indicated the outlines of what for the sake of convenience, but not in the sense understood elsewhere, I called the University Extension Lectures. They are intended for our advanced students, but are accessible to members of the general public interested in culture. They are also intended to bring Principals and Professors of our Colleges into closer touch with one another and with the University and its work. It is possible now-a-days for many Arts students to go out of the University without hearing much of the latest, or any, doings in Science. And after the I.Sc. stage the Science student need know nothing of literature The Series of Lectures we are trying to organise may prove some corrective for this state of things. The possibilities of the situation are beginning to be realized more and more, and during the year just closing, work of a greater magnitude than before, was attempted in this direction.

Among those who took part in these lectures during the sessions, were Dr. J. C. Bose, Mr. H. R. James, Dr. P. C. Ray, Mr. J. N. Das Gupta, Mr. R. N. Gilchrist, Mr. J. C. Coyajee, Dr. D. N. Mallik, of the Presidency College, Mr. Arthur Brown of the Gauhati Cotton College, Vice-Principal J. R. Banerjea of the Metropolitan Institution, Principal Herambachandra Maitra of the City College, Mr. E. E. Biss of Dacca Training College, Mr. Knox of the University Classes and Mr.

Akshaykumar Maitra of Rajshahi. Dr. Glover, a well-known author and scholar, who is much interested in student welfare, was also good enough to take part in this series. So also was Dr. Bentley, the Sanitary Commissioner to the Government of Bengal, who delivered a course of six lectures on the important question of Malaria, which is engaging the serious attention of the Government, the people and of Sanitary and Medical Experts. Professor Geddes was good enough to have a City Planning Exhibition at the Senate House for several days and delivered interesting discourses to those who attended the Exhibition.

This movement is, at an experimental stage; further progress would be possible, because a number of distinguished gentlemen have signified their intention of taking part in the series. Among these are Dr. Brajendranath Seal, Mr. Hamilton, the Hon'ble Mr. Bompas and Principal Saradaranjan Ray of the Metropolitan Institution. It is proposed to collect and publish these lectures in a permanent form, as an index of University activities in this direction.

Financial reasons as well as continuance of War conditions have made it impossible for us to get out Readers from abroad. It is a matter of not a little gratification that their place has been possible to be taken by scholars available on the spot. Academic stock-taking like this now and again is of value and affords assurance, particularly, when owing to multiplication in the number of Universities and colleges we have to realize how exactly we stand about our resources in men.

Great care would be necessary to see that the requisite level of merit is maintained, and it would soon be of importance, if the series continues to be attractive, to place our lecturing organisation on a more stable basis than has yet been possible.

DIFFICULTIES OF OUR WORK.

Inspite of large Government benefactions, to which I have referred and for which we are very grateful, commensurate means for fully coping with all our work and obligations are still and will be long wanting. Particularly in connection with the University Arts and Science classes is this the case.

Full work in the Science Classes will long be impossible for want of adequate fittings and apparatus. And though the main building has been completed, the commonest and the barest of adjuncts have to stand over. These classes are in but a partial working order and a comprehensive scheme is in the course of preparation, setting forth their needs.

According to Act VIII of 1904 the University is incorporated for the purpose, among others, of "making provision for the instruction of students, with power to appoint University Professors and Lecturers." This teaching obligation is imposed in addition to the teaching work, always in vogue, through the agency of our affiliated Institutions and has to be undertaken direct. The University Classes in Arts and Science are some attempt towards the discharge of this obligation. The

place of these classes in our system has been imperfectly appreciated in some quarters, which is accountable for not a little of the prevailing misunderstanding and of the attendant difficulties. They are not meant to supplant the existing educational machinery or in a way to act to its prejudice. Their functions are supplementary and good relations with the colleges are not at all to be allowed to be interfered with because of the inauguration of classes, in the establishment and working of which the colleges themselves worked hard, when they were started. Even now Professors from other colleges assist us and an adequate and business-like arrangement for inter-collegiate lectures, with a view of avoiding needless duplication of work, is our constant objective. Without willing co-operation of our colleges and professors, real University work in this direction is out of the question.

No college has come forward yet with schemes for taking further part in our higher teaching work like M.A. and M.Sc. since we met last in Convocation, when an invitation for the purpose was extended to them. The Syndicate has since sent round a circular on the subject, which is still unresponded to.

WORLD-STATUS AND WORLD-MESSAGE.

In his Benares address, as well as in connection with one of his University Extension Lectures Dr. J. C. Bose eloquently pleaded that the work of Indian Universities can no longer be confined to mere teaching or examining, but must

also attain the higher level or genuine research, in order that these Universities may attain a world-status and be fit to give world-messages.

We quite agree. But it will not do, merely, to set up an unattainable ideal; sincere and combined efforts must be made towards its gradual realization. In these efforts we can have few worthier and more capable leaders of thought and action than Dr. Bose, who will be willingly and worthily seconded by workers like Dr. P. C. Ray, Dr. B. N. Seal, Mr. Raman and Dr. Ganesh Prasad and the many promising lieutenants that they have been training up during the past few years.

We shall do well always, however, to bear in mind the pregnant words of wisdom of an eminent educationist that "our Universities have no more important function than to protect the nation from a belief in the second rate, the inferior men and inferior products."

In this work it is our ambition that our Post-graduate classes and research scholars should try to take their share.

While we are waiting for adequate development of this side of our work, important steps have been taken by the Government, as an independent measure, for relieving Dr. J. C. Bose of his routine college duties and to place him in the position of carrying on researches, which, in the scientific world of the West have so signally attracted attention to the steadily growing work of Indian searchers. In lieu of a well earned pension, which would bring not with it the traditional rest, Dr. Bose has been allowed means of devoting

himself solely to his work and to the training up of those who can and care to take it up after him. A special workshop will be fitted up close to his house at Government expenditure where will be manufactured, with greater nicety than ever, instruments of precision that have challenged the attention of European and American *Savants* of world-wide repute. Portions of the work however will be carried on, for the time at the Presidency College Laboratory. This is no occasion to discuss methods of turning such an Endowment to the best purpose and in correlation with other work. For the moment we are concerned with its broad policy and general aspects and have to congratulate ourselves and the Government, in view of its immense possibilities. In grateful recognition of Dr. Bose's services, as well as in appreciation of the action of Government that in the world of Indian Education is unprecedented, the Governing Body of the Presidency College bestowed on Dr. Bose the title of Emeritus Professor, which will keep him in touch with the College.

Our Publications.

An University lives, flourishes and establishes its claims to be respected by the tradition of honest work which it builds up. A record of original work is, therefore, of great importance. It is in contemplation to have a periodical in connection with the Science classes of the University, to set forth the researches of our scientific workers. In addition to the theses of our Post-Graduate workers, our Readership Lectures and our Extension Lectures, this

publication may soon be a modest and not too unworthy a record of some of our activities. The possibilities of our Publication Department, which though it may not for a long time be able to emulate the Pitt Press at Cambridge, or the Clarendon Press at Oxford, are not negligible. Publications that may be useful even outside this University, may not long be impossible to undertake.

PROMISING ADVANCE IN MEDICAL EDUCATION AND RESEARCH.

The pressure on our single Medical College has long been great. Hundreds of applicants, with full intellectual equipment for study of the higher branches of the Science that relieves human misery and suffering, have every year to be turned away. The result is that the number of our qualified medical men is less than infinitesimal, if such an expression can be allowed. Those who prefer to look upon education as a means of material gain, see an additional reason for affording facilities for increase of our Medical Graduates, for there is a firm belief in India that a Medical man need never starve. According to statistics that have recently been collated, we have about 2,500 qualified medical men for forty-three millions of population in Bengal, that is to say, roughly speaking one for twenty-thousands of the population and one per 33⅓ square miles of territory, as against 30,000 medical men for a population of forty millions in Great Britain and Ireland. This is indeed serious in a country in which almost every epidemic is endemic. These difficulties have been pressing themselves both upon the authorities and the

people and a sympathetic interchange of ideas has after long negotiations made it possible for the Senate to recommend to the Government of India the affiliation of the Belgachia Medical College, slowly and patiently built up by thirty years of tireless and self-sacrificing labours of a patriotic band of non-official Indian Medical men. In order to place the Institution on a solid basis terms have been imposed, regarding which further negotiations are in progress. If this affiliation is sanctioned early and if the School of Tropical Medicines, that has been started under so favourable auspices, also begins its work soon, appreciable and grateful relief in the situation would be possible.

The two together will mark an important era in the history of Medical Education in this country, fraught with immense possibilities. In bringing this about, the part played by Lord Hardinge, by Your Excellency and by the Hon'ble Sir Pardey Lukis will indeed, be memorable. Your Excellency bore testimony on the 24th of February last to the material assistance to the cause of medical research that will be rendered by the Calcutta School of Tropical Medicine. As Your Excellency truly observed, the twenty-fourth of February will be a red-letter day in the annals of such research. It was the day on which Your Excellency, last year, laid the foundation stone of the Tropical School Laboratory and, this year, of the Carmichael Hospital.

In this connection I would offer my and the University's sincere felicitations to Sir Leonard Rogers, the undaunted organiser of the Tropical School scheme, on the high honor that has been done to the

Indian World of Science and research in his person. His services to Science and humanity are indeed very large, though his work is quiet and his methods subdued. The well-merited Fellowship of the Royal Society, fittingly bestowed on Sir Leonard within the last few days, is, we hope but a prelude to other Fellowships of the same learned Society that are fast becoming India's dues.

THE BREAD QUESTION.

Questions of expansion of education and employment of the educated classes must be kept apart as far as possible, in the interest of both. But assistance to the solution of the latter question should, when possible, be rendered by those that are interested in and make themselves responsible for expansion of education. Last year in a somewhat feeble and uncertain voice I ventured to long for days when we could have a Faculty of Commerce and Industry, to assist us in solving problems of material prosperity with the aid of advanced scientific and economic ideas, for propagation of which some provision has already been made. The time is fast approaching, if it has not indeed come, when the University must assist in the economic development of the country and in the fostering of material prosperity. Properly equipped establishments teaching the principles of these subjects will soon be some of the most important parts of all up-to-date Universities. We cannot for all time continue to be a poor imitation of the earlier Universities of the West and give the go-by to modern ideas that are elsewhere prevailing with advantage.

Great impetus to the advance of this idea was given by His Excellency the Viceroy, when he charged his Benares audience not to let their ambitions be satisfied with merely having a chair of Technology (which the munificence of an Indian Prince has fittingly endowed in Lord Hardinge's name), but should steadily keep before them the aim of creating colleges or departments of Agriculture and Commerce among other things, so that the University may be "a place of many-sided activities prepared to equip the young for all the various walks in life that go to the constitution of modern society, able to lead their countrymen in the path of progress, skilled to achieve new conquest in realms of Science, Arts, industry and social well-being, and armed with the knowledge, as well as the character, so essential for the development of the abundant natural resources of India."

The thoughts, hopes and aspirations that these words roused in my mind on the banks of the ever inspiring holy river on that memorable day came back to me with renewed vigour, when Your Excellency was opening the Commercial Museum in this city a fortnight ago, and bore eloquent and willing testimony to the number and the quality of many articles manufactured in Bengal and entirely unknown to Your Excellency. It cannot be denied that a bread-winning education as some sneeringly call it, is necessary for many. But everything learnt as a preparation for taking part in the commercial or economic battle of life need not be absolutely or necessarily

divorced from culture. Culture need not be the monopoly of a few isolated detached and select minds and the time ought not to be long in coming when serious men, working together in the service of a purified culture, may be directors of a system of instruction calculated to promote that culture. Changing conditions, that will be still further changed at the close of the world-strife must also bring about change in our ideas if pace is to be kept with the times. Bombay which had its Faculty of Commerce before, has just decided also on a Faculty of Agriculture and Benares may soon have hers. How long will Bengal, rich in agricultural resources and not very backward in Commerce and Industry, lag behind?

SURGING STRIFE.

Twenty months of struggle with unabated, nay, increasing, vigour have gone by. The end, as the end ought to be and must be, cannot, let us hope, be far distant. The prevailing darkness, though thick and almost gloomy, can be but that before the dawn. Owing to the heavy demand in other fields, the stream of culture in the West is well-nigh stagnant, but for such reinforcements of the arts of killing and curing as the exigencies of a world-wide struggle must involve.

Though economic suffering is acute and the strain almost unbearable and though in the person of her brave soldiers the country's physical privations are great, India, thanks to well-sustained British prowess and prestige, enjoys

peace, delicately engineered attempts upon which have proved futile. Thanks again to such prowess, University activities in general here, have been practically unimpeded during these months of toil, travail and anxiety abroad, though normal work in centres like Oxford and Cambridge is entirely dislocated.

ABBERATIONS.

These struggles remind us how unmindful of danger, toil and privations, some of our brave and self-sacrificing youths are trying to fight on the side of order, for the consolidation of authority as constituted by law and for helping in the solidarity of the Empire, with the good or the contrary of which we stand or fall. Can the duties at home, amidst more agreeable and less dangerous surroundings, be any the less exacting? Must they not on the other hand, be readily admitted to be more onerous and clamant? In the troublous and anxious times through which we are passing, every citizen has to help in combating more than normal disorder, when outside influences, ever ready to fish in troubled waters, are at work. It is the bounden duty of those that are preparing for or going out with our degrees to do the utmost, that in their individual and collective power lies, to combat and overcome disorder, be it unfortunately in the class room or in the larger world outside.

THE REMEDY.

I am glad to recognise and welcome concrete examples of such power and force in you, whom

it is my privilege and pride to-day to admit to your degrees and to charge ever in your life and conversation to be worthy of the same. And foremost among you I welcome our new Doctor of Philosophy, Babu Radhakumud Mukerjee. Were it not for loyal co-operation with the forces of order he would have been no more a Premchand Roychand Scholar or a Doctor of Philosophy than the man in the street, inspite of his double honours in B.A. and his double M.A. His might in certain contingencies have been much idler speculations than those about "The Shipping and Maritime Activities of Ancient Hindoos," which have won him his Doctorate.

How glad must he be to-day that ultimate firmness was so seasonal—to-day when I am able to confer this coveted degree on him and to announce to the Convocation that young Radhakamal Mukerjee, his brother, and Kumar Narendranath Law, his pupil, scion of a wealthy and honoured family, excelling not alone in business instincts but also in artistic tastes and intellectual equipments, are the sharers of the Premchand Roychand Scholarship in literary subjects for the year. So well have these young workers done that their examiners found it difficult to differentiate between them and they share the valued prize.

Last year's P. R. S. results were belated owing to the difficulty of finding suitable examiners in our multifarious subjects. Mr. Bhujangabhusan Mukerjee ultimately won the Scholarship in the literary side and Mr. Surendranath Ganguli in the

scientific side. They are both engaged in important University work and are doing very well in their different departments. I regret that the results of the P. R. S. Examination in Scientific Subjects this year, as well as of the D.Sc. Examination cannot be made public to-day and I am not able to congratulate the winners, as I most sincerely congratulate those that I have named.

The solemn charge, that I have just administered, let me remind you, is your Oath of Fealty to the cause in which you are doubly sworn, as its very Special custodians, never hesitating to do the lowliest and the severest of "point duties," when called upon. Such should be your preparation and such would be your charter for citizenship, in the truest sense, which education is supposed to demand and secure.

And in this preparation nothing can be of greater help than a strict sense of individual discipline and self-restraint. This is of the utmost importance in student life, the ancient ideals of which, to which Your Excellency has just forcefully and graphically called attention, are unfortunately fast disappearing, much to our detriment and abiding prejudice. Our traditions, as well as civic and moral laws, forbid our taking the law into our own hands. Where unfortunately there is a just grievance, the redress must be left to the judgment of the authorities. If this great lesson be not learnt aright and assiduously applied in life all round, we shall never really graduate in true self-government.

Indications have been disagreeably in evidence of late that some students so far forget what is due to themselves, their guardians and their Colleges as to let their protests take the shape of unwarrantable combinations and strikes,—sometimes worse—in preference to constitutional methods of redress for grievance, always and clearly open to them. When they forget themselves like this, they also forget that the fact of going on what is known as strike, not only makes them liable to academic penalties, but they also voluntarily resign their connection with the college, which may be more than difficult to re-establish if the college chooses to take other than a lenient view of their case. The University in which control and discipline are vested by law, cannot tolerate such a deplorable state of affairs and is determined sternly to put down disorder and violation of discipline in all shapes.

Let us for a moment consider discipline in its broad sense :—"One part of discipline is good manners. If students are polite, they indicate the habit and desire of pleasing. If totally absent in a rank of life in which acquaintance with them is common, the circumstance indicates not only an indifference to pleasing, and in a pupil a want of deference which is a fault, but even an aggressive spirit, which last, as may be expected, often manifests itself in acts."

"It may be said that ceremony and manners are of no consequence, so long as the boys learn. But it may well be doubted, whether they learn what they would with a more docile spirit, and it will be admitted that amongst persons who have to

spend many hours a day together, some degree of ceremony is required. Besides the practice habitually of disrespect to persons who would naturally be looked up to in a usual state of things, is a bad preparation for the world; and not that which a School (or College) ought to afford. It is a pity that all reverence should be destroyed in the season of youth—at that period of life at which it is natural and becoming."

Mr. Clint, who was the Officiating Principal of the Presidency College in 1856, laid the above down in his official report for that year. He was a veteran educationist and was held in much respect by his students, inspite of his strict views indicated above and only last year his now veteran pupils endowed his belated memorial in this University. Mr. Clint in support of his claim, effectively quoted Archbishop Whately :—

"Again, if we were all perfectly benevolent, good-natured, attentive to the gratifying of others, etc., we might dispense with all the forms of good breeding; as it is, we cannot—we are not enough of heroes to fight without discipline. Selfishness will be sure to assail us if we once let the barriers be broken down."

This paramount claim on behalf of discipline can never be denied or gainsaid and must be always upheld. Discipline not only in the mere sense of strictness of mechanical rules, but in the higher sense, would be hostile to indolence and lassitude,—the mother of evils.

In the words of our first Chancellor (Lord Canning) "There is no greater danger to which the *successful student* is exposed than the whisperings of the *Syren Indolence*...you have only breasted the first wave of the opposing tide, only climbed to the edge of the tableland over which your course is to be seen...you have to prove that education has affected you morally as well as intellectually. I think it unlikely that you should be so long searchers after truth in all its phases, without acquiring the ambition to know the truth thoroughly and when known and seen to adhere to it..."

Principals of some of the colleges held a conference after the earlier regrettable incidents in some of the Calcutta Colleges and they unanimously recommended to the Syndicate that strict measures should be taken to maintain discipline. The Syndicate have accepted their recommendations and have fully endorsed them. Needless to add that when misguided students further transgress and prove themselves guilty of positive lawlessness, as some have done, their conduct can on no account be condoned. I shall for obvious reasons, not refer at length to matters that are still subject of enquiry ; for the moment the other side of the question must obviously stand out. That must be a theme for another occasion ; but on the general question it is of the utmost importance to make the position absolutely clear. Bengal students are, for the moment, under a cloud on account of the short-sighted action of a few misguided youths and it behoves all the more, therefore, the general body of students in their own interest and in the interest

of good government, to do the utmost to help in the cause of order and seemliness and to give no semblance of cause for offence.

It is unfortunate to have to talk in this strain on an occasion when pleasant feelings, seasonable counsels and cheery hopes ought to be the predominating note. I seek to enlist your co-operation, because stern public opinion amongst the students themselves will be far more effective than any repressive measures that the authorities can devise. Last year I more than hinted at this when I said :—"If you come across a compeer likely to go down the precipice lose no time in pulling him away, for you can do that ever so much better than your elders."

Will this public opinion be lacking at this severe crisis? If this lack continues, some of our students will be no better than those in another country in a crisis that steadily led to worse,—of whom it was observed :—"He feels that he can neither lead nor help himself. His condition is undignified and even dreadful. He keeps between the two extremes of work at high pressure and a state of melancholy enervation. He seeks consolation in hasty and incessant action so as to hide himself." This is indeed, a sad picture and is not to be tolerated. Let us help in banishing for ever the state in which one has to hide himself from himself; and when our erring students, few as they may be in number, are able to take such a strong line, then alone and not before, can they hope to have,

> "That courage which o'ercomes, in hardfought fight.
> Sooner or later ev'ry earthly foe,—

That faith which soaring to the realms of light,
Now boldly presseth on, now bendeth low,
So that the good may work, wax, thrive amain,
So that the truth the noble may attain."

A Helpful Contrast.

The unfortunate spirit that I have condemned, is consistent neither with our ancient traditions nor with the modern magnificent object-lesson in discipline, self-control and respect for order and orders, to which now let me call your attention, by way of a helpful contrast.

When His Excellency the Chancellor was pleased to assign, at the last year's Convocation, still undefined duties in some unknown parts of Mesopotamia to the Ambulance Corps then in formation, the news was received with mixed feelings. There existed in many minds—and they were freely expressed—doubts as to whether men of the right sort would be soon forthcoming, whether the energies and resources of the corps and the organisers would last long enough and whether their unfamiliar enterprise would, on the whole, prevail against certain and known difficulties in its way. With God's blessings, and the unfailing support of His Excellency the Viceroy and Your Excellency from the inception of the scheme, these difficulties disappeared. It was a brave and memorable show when the tiny little corps, dominated by our graduates and undergraduates, received tokens of Your Excellency's good will at the Prinsep's Ghat on the Eighth of May last and when Your Excellency gave its name to the Hospital boat "Bengalee." The "Bengalee" was not destined to reach the Persian shores; but

the catastrophe that overtook her did not damp the organisers' or the mens' zeal. Within twenty minutes of the news of her foundering being received in Calcutta, fresh arrangements were taken in hand.

A land corps soon took the place of the intended River Ambulance and it has been privileged to give a thoroughly good account of itself. What must still continue to be confidential, will soon belong to History and the world will be able to judge how the corps has been striving to serve the Flag and rehabilitate the fair name of their beloved mother land.

What they have been able to achieve, as far as published accounts go, is now common property. Men who had not even rudimentary soldier training or tradition, " came under severe fire " and from all accounts " did valuable work in succouring the wounded." "The men worked with the greatest gallantry under heavy shell fire and rendered valuable assistance in removing the wounded. They took their full share of hardships of the actions."

All this is not worth solemn recounting compared to the many deeds of valour and sacrifice of which the Allied Army gives proof every day. But those that I speak of to-day are our very own,—our flesh and blood; many are our graduates and undergraduates. What wonder if momentary pride overtakes us?

The second period of extension of their service, appreciatively accepted by the Government, is in itself a high compliment, and the organisation

will be on a larger scale than before. There will thus, be larger opportunities for development and display of the qualities that have yielded remarkable results so far. 200 more men and officers are to go out soon and there is no lack of enthusiasm or resources.

Thus are quietly serving in Mesopotamia in the cause of the King and the Country, the cream of the country's manhood.

And to-day when we are assembled in our National Assembly of Learning to fit out their fellow youngmen—some of the best and the most promising left behind, for their life's journey, meet were it to think of and bless those that are away, not indeed in a spirit of boastfulness or vain glory, but as a matter of duty that ought to be helpful and inspiring, both at home and abroad. It is a worthy stock-taking of the country's manhood, than the growth of which no system of education can have a nobler objective. That is my apology for detaining you at some length when I remind you of the spirit of discipline and restraint that has evolved the admirable body of men, of whom you and we have great reasons to be proud.

The Talisman.

What is the secret of this success on the part of those that are acquitting themselves so creditably abroad—what is this mighty shield that protects our youthful workers against sufferings, dangers and temptations—what is this great Talisman? Let me call attention to their unique motto adopted

under a singular inspiration :—" Trust in God and do the right, be honest, kind and brave." Efforts to live up to this splendid ' war cry ' with death in many shapes flitting all round, are indeed helping them in their self-realization. What a crucible and mould for formation of character!

" Man is as he made himself," His Excellency the Chancellor, forcefully reminded us last year; " man will be as he makes himself." Our young men at Mesopotamia are not only assisting to make History, but are earnestly trying to make themselves, what they ought to be. Shall we, at home, in the midst of ease and safety, not pay them the tribute of striving as they are striving, to do the right, to be honest, kind and brave and above all to trust in God? We must, if we are to be worthy, and if there is to be abundant manhood and abiding peace withal. In Cardinal Newman's beautiful words :—

" We need a relief to our hearts, that they may be dark and sullen no longer or that they may not go on feeding upon themselves. We need to escape from ourselves to something beyond.......Life passes, riches fly away, popularity is fickle, the world changes, friends die. *One alone is constant: One alone is true to us:* One alone can train us up to our full perfection; one alone can give a meaning to our complex and intricate notion; one alone can give us tune and harmony; one alone can form and possess us."

The 6th January, 1917.

The Right Hon'ble Sir Fredrick John Napier Thesiger, P.C., G.C.S.I., G.C.M.G., G.C.I.E.,

Chancellor.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

I am delighted to have this opportunity of meeting you as your Chancellor. For six months and more I have been receiving files of papers relating to Calcutta University, and, for all that I knew of your University life, it might have been a University in the moon, merely geographical expression with no human note to relieve the aridity of the subject. I have attempted during this past week to make some acquaintance with your life. I have visited hostels and messes and seen something of the conditions under which you spend your University days. I am not so rash as to assert that I have thereby become acquainted with your problems, but I have had an introduction to them. Personally I believe in all cases in making acquaintance with the human factor. Where difficulties arise, in 99 cases out of a hundred it is not the machinery which is at fault, but the difficulties have arisen through an imperfect acquaintance and want of sympathy with the human element. And so during my short stay in these parts I have endeavoured to study the University not as a machine with its rules and regulations, its faculties, its matriculation, its examinations and its degrees, but as a great society with its life, its hopes and fears, its ideals and aspirations.

I should like then to-day, in the few remarks I have to make, to speak more particularly to the students not as Viceroy nor as Chancellor with a policy to propound, but rather as one University man to other University men.

I have been 18 years of age, though I am afraid it is a long time ago. I have dreamed dreams and I have seen visions and I have not forgotten them. I have every sympathy therefore with those who are stirred by causes which catch the imagination and arouse enthusiasms. No one forgets the first fine careless rapture of University life, the contact with the larger world, the realisation that there are bigger things than he dreamt of in his former narrow surroundings and when he leaves he bears for weal or woe the University stamp indelibly impressed upon him. You remember Omar Khayam—

> "Myself when young did eagerly frequent
> Doctor and Saint and heard great argument
> But evermore came out by that same door
> Wherein I went."

This is not and cannot be true of University life. We leave by a very different door from that by which we entered, if not, we should have little use for Universities in the life of the Community or that of the State.

What then do we look for from you as a result of your University life?

First.—That you should come out with your character formed and strengthened and that that character should be no unworthy one; and next

That you should come out men ready to take up the duties of citizenship and play your part in the common life.

In short, men with character and purpose. As I look back to my University days I believe even as undergraduates we dimly held by these two ideas—Character and the responsibility of Citizenship. For us it was largely a matter of tradition. On the walls of our Colleges we could see the portraits of those who had played a great part in the life of the State. We took in the lesson of the past as naturally as we had imbibed our mother's milk.

For you the task is a harder one. Your University is still young and though you have had distinguished *alumni* in the past and you have them in the present, your tradition is not yet one of centuries. On your shoulders then lies the responsibility of moulding the tradition which is to be handed on. It was not for nothing that that great educational statesman, William of Wykeham, gave as the motto of his great school, Winchester, 500 years ago—"Manners Makyth Man." "Manners" not in the superficial sense of to-day, but in the older sterner sense of the Latin *mores*, character. He did not leave it to his successors to evolve the note which his school should strike. He struck it once and for all time, and subsequent generations have bowed before his prescience, and marvelled at his insight into the heart of all education. And you, with the innate imagination of your race can visualise this objective for yourselves more quickly than we of a Western stock. I have no doubt then that you will accept this first objective of your University life.

Let me turn to the second. Each generation has its particular call and for you in these days I believe the call has come to do something for the education of your country and the improvement of its material welfare. I am fully aware of the difficulties. Only the other day I asked a law student why he was taking up law with all its risks and disappointments. He answered, 'what else is there for me to take up?' I am not going to discuss his answer, though it gives cause to think, but this I will say. It is my sincere hope and it is the policy of my Government to endeavour by all means in our power to open up other avenues of employment. So long as students think that the only avenues of employment are in the legal and clerical professions, so long shall we get congestion and overcrowding in those professions with consequent discouragement, disappointment and discontent. Our policy then is first to secure that there shall be as many opportunities of a livelihood as possible open to the educated classes and next to endeavour to divert the students into channels other than those of law and Government clerical employ.

I hope and believe that we shall be able to do so. Don't imagine that I promise the millennium for to-morrow or the next day; if we can lay the foundation of a policy which will increase the spheres of employment and at the same time switch off the overflowing stream of students into new channels of instruction, we shall at least have done something to remedy what is admittedly a very serious state of things. Take, for instance, the great profession of teaching. At the present time it is

only regarded as a form of employment which will *keep the wolf from the door until briefs come in or* some other permanent occupation be secured. This is not as it should be. The profession of teaching is a great and honourable profession and it should engage the whole attention of those who follow it. But this is not likely to be the case so long as teachers are paid an inadequate wage. If we are to divert students on to this road, we must increase the pay and opportunities of our teachers and magnify the status of the teaching profession.

Again, India is asking for industrial and commercial opportunities for her sons. The Commission which is now sitting will, I hope, give us an answer, which will enable us to secure this end. It will then be our duty so to train our students that when those opportunities are within their reach, they shall be capable of grasping them.

The call then to your generation is, I believe, to educate your people and to improve their material welfare. For my part, I promise you that I shall do all that is in my power to enable you to answer that call. And is it not a great call? Each one of you who takes up the profession of teacher as a sacred calling,—and the teacher who regards his work as sacred has a great place in your history—will have the teacher's reward of knowing that he has raised his disciples out of the slaugh of ignorance and has made life full of meaning for them. And for those of you who throw in your lot with the industrial and commercial development of your country, apart from the material prizes which will be yours to win, there will be the vision of an India

emerging from a life of bare subsistence to a life with a higher standard of living and comfort.

I turn now to the problem of the University itself. The nearer one approaches it, the more difficult, the more complicated, does it appear. Its immensity; the fact that the University is stituated in the centre of a vast city; the necessity of adapting its work to the needs of the time; and the demand of what we hope will be a great commercial and industrial development, all call for serious consideration. Shortly before the War I had occasion, in connection with my work on the London County Council, to study the needs of London University Commission. It seems to me that *mutatis mutandis*, the problems of Calcutta and its University run on very similar lines; and as in London it was imperative, if the University was to fill its place in the life of the community, to institute an inquiry of a very comprehensive and searching character, so too in Calcutta I believe an inquiry of the same nature is likely to be fruitful of good results. We all desire that the education given here should be of the highest and best quality, and should proceed on the soundest educational lines. In London the Government of the day realised that the problem was too vast and complicated for executive action, so they appointed a Commission of very great strength presided over by Lord Haldane, and the result was a report which *omnium consensu* is of the highest educational value. Unfortunately the War has intervened and the recommendations in the Report have had to remain in abeyance.

We, as the Government of India, have very carefully considered the situation with regard to Calcutta University and we have come to the conclusion that a small but strong Commission, appointed to sit next cold weather, on similar lines and with terms of reference following those of the London University Commission, is a necessary preliminary to a constructive policy in relation to your problems, and we have every hope that a Commission so appointed may give us a report of equal educational value. I approached Lord Haldane and asked him if he would be willing to preside over this Commission, but he has replied that, while nothing would have given him greater pleasure, he is so deeply engaged in judicial and educational work that acceptance is impossible.

I am determined, however, that so far as in me lies the composition of this Commission shall be of the strongest possible character on the educational side, and that educational qualifications shall be alone considered. I am hoping to get as many as three educational experts from England to advise us and local representatives will of course also have a place on the Commission of whom the same qualifications will be required. Educational problems should be considered with a single eye to educational efficiency and that has been, and will be, my sole thought in the establishment of this Commission and in its composition.

As I told you at the outset of my address, I visited last week some of your hostels and messes, and I was struck by the excellent educational material which was there. It must be our care that

these young men receive the very best education on the soundest lines that we can give. In this policy I feel sure that I shall have the cordial assent and co-operation of the University and the people of Bengal. As one long connected with education and as your Chancellor, I am anxious that educational questions should be approached from the purely educational standpoint and that our sole objective should be educational efficiency. I believe that a Commission instituted, as I have indicated, will best secure this end.

One other topic. It has been frequently urged that the time has come for the Government of Bengal to take the place of the Government of India, and the Governor to take the place of the Viceroy in the constitution of the University. Since I assumed office I have been very conscious of the grave inconvenience of the distance which separates the University from its Chancellor and the Government of India. It is impossible for us to have that close and intimate knowledge of your affairs which only residence on the spot can give. But I do not think that the moment when we are setting up this Commission, whose recommendations we shall have to consider, is the moment for such a change. As soon as the Commission has reported and action has been taken on its report, that will be the moment when the Governor and Government of Bengal may well take over charge.

Mr. Vice-Chancellor, it has been a great pleasure to have been brought into personal touch with the University during my visit. Believe me, I regard my connection with you very seriously, and

during my term as your Chancellor I hope that the personal relations between us may grow closer and deeper. I trust that you, your professors and your students will feel that in their present Chancellor they have one who will at all times take the liveliest personal interest in them and in their welfare.

I realise to the full the high place that the University holds in the hearts of Calcutta and of the people of Bengal. As your Chancellor I entertain the hope that one result of this Commission will be to make you even more proud of your University.

The 6th January, 1917.

The Hon'ble Dr. Devaprasad Sarvadhikary, Suriratna, Vidyaratnakar, C.I.E., M.A., LL.D.,

Vice-Chancellor.

MAY IT PLEASE YOUR EXCELLENCY,

My Lord Rector, Ladies and Gentlemen:—Our first and most agreeable duty this afternoon is cordially to welcome His Excellency the Chancellor, to whose capable hands the affairs of the University have been entrusted at a critical period of its history. A statesman who has rendered conspicuous service in many lands and a scholar and educationist with widespread interests, His Excellency brings to bear upon the discharge of his difficult work, a fund of sober zeal and helpful experience, rarely combined. And our Chancellor, like many modern makers of history, is a trained lawyer with traditions and instincts of equity, justice and good conscience, so essential to effective treatment of complicated administrative situations; he is ever ready to apply in practice the experiences of a profession which, in his more exalted sphere of work, he has no reasons to disown.

FAREWELL TO THE RECTOR.

We have at the same time a sad duty—to bid farewell to our broad-minded and large-hearted Rector. Ever accessible and helpful, always ready

to smooth down difficulties and remove misunderstandings, it has been our Rector's constant care to make our work easy all round. The magnitude and value of such quiet work is never capable of assessment by those not in touch with it. Financial stringency stood in the way of much that His Excellency would have liked to see done; but the best that was possible has never been wanting.

The First Lesson Book in Bengali, which I found on His Excellency's table at one of our very early meetings,—an unmistakable earnest of his living interest in the people amidst whom his lot had been cast—soon led to remarkable results. Short speeches in Bengali,—and at times in Sanskrit,—followed, and His Excellency came to take an interest in the languages and the literature of his Province that was a true help to them, as well as his own work. Little wonder that a gifted nobleman like Lord Carmichael should have so well succeeded as Rector and we shall part with him with a heavy heart.

It is customary on these occasions to review in short the careers of those of our Fellows—both Ordinary and Honorary—whose services are lost to the University either by death or retirement during the year. Among those who are temporarily absent are Mr. H. R. James, Dr. J. Watt, Dr. Harrison and Mr. R. Knox. They have all done admirable service to the University and the cause of education. The time has not come yet to make any detailed reference to such services, for some of them will soon be in our midst again, let us hope, and renew those services.

Our Losses.

I rejoice to report to the Convocation, what few of my predecessors had been able to do, that the ranks of our Ordinary Fellows have not been thinned by death during the year.

I grieve, however, to have to notice the removal from amidst our Honorary Fellows, of the stately yet genial presence of Shams-ul-Ulama Shaikh Mahamad Gilani, the acknowledged spiritual leader of the Shiah community in Calcutta and trusted adviser of the Board of Examiners. He was long an Examiner in the highest of our Examinations and a University Lecturer, whose place it will be difficult to fill. He was the first Shams-ul-Ulama, and as report has it, his distinguished pupil, Lord Dufferin, created this learned title specially in recognition of his high merit. Yet as a man of a singularly retiring disposition and like a true Ulema, he was averse to have his title appear on the front page of his publications. His erudition and his position in the world of Arabic literature won him, late in life, a literary pension.

Some Endowments.

I shall detain you for another minute, when I refer to the death of one who was honourably connected with education, though he had long retired from our Fellows' ranks. Principal Edwards, who was Principal of the Presidency College and Registrar of the University when these posts could be combined, retired in 1906. As a pupil of his, I recall him to mind as a quiet, gentlemanly and

earnest devotee of learning, ever ready to be helpful. He was well beloved, even after his retirement, by distinguished pupils like Sir Asutosh Mookerjee, Sir S. P. Sinha, Dr. P. C. Ray and many others who have made their mark in life and he never forgot the University he so worthily served. And he proved to be one of its generous benefactors. By his Will he gave three-fourths of his reversionary interest under a settlement that provided that the Trust Fund should revert to him in the event of there being no issue of the marriage. The fund consists of £4,000 of London Council Consolidated 3 per cent. stock. There is no immediate anticipation of this becoming available for the purposes of the bequest, for add the Solicitors, Mr. Edwards was considerably his wife's senior. The kindly thought that prompted the bequest is an object lesson of immense value and import. Many are not to be found who in their affluent retirement think of the country that contributed to such affluence and few, who in the country have attained riches through the blessings of the University, think of it in the way that Alfred Clarke Edwards thought. All honour to him and his memory.

Babu Umacharan Banerji, who owed little to the University but had correct instincts inspite of his unacademic surroundings, left us last year the reversion of the whole of his estate, worth about Rs. 50,000 for the advancement of industrial and agricultural education.

This unlooked for bequest demonstrates the gradually awakening consciousness of the country in the right direction.

Among the benefactions promised during the year are some that, though of a temporary character, are significant. Our public-spirited fellow citizens Messrs. Ibrahim Solaiman Salejee and Hashim Ismail Salejee, have, through the Hon'ble Justice Sir Asutosh Mookerjee, placed at the disposal of the University a sum of Rs. 5,000 a year, at first for a term of five years, for the purpose of assisting researches about obscure and ill-understood but important points of Mahomedan Law, want of clearness with regard to which is causing confusion. They propose to promote publication of texts and translations and a Committee has been formed to take the necessary steps. Translations of Hindu and Mahomedan treatises are a great help to teachers and students, as well as those engaged in administering justice; they enable them to become familiar with Hindu and Mahomedan methods of juristic thought. The era of such research is just dawning and in course of time the results will guide, to a large extent, the development of the personal laws of Hindus and Mahomedans in the right direction, continuing and re-establishing harmony between popular sentiments and judge-made laws and reducing the necessity of legislative interference to a minimum.

Another temporary but significant Educational benefaction is that of Sir Daniel Hamilton, for promoting the cause of Co-operative Societies' work. Sir Daniel took considerable interest in the economic welfare of the country and helped in the industrial outfit of many who desired to go abroad for technical education. In his Sunderban Estates he

has offered agricultural facilities that have not been availed of to the extent expected, but which in the future may lead to better results. How the co-operative movement will develop Indian Unity and Nationality is the fascinating problem that Sir Daniel Hamilton has set and for the solution of which by our graduates he has offered six prizes.

The Soorjee Coomar Sarvadhikary Memorial Committee, which has presented to the University a full length oil-painting of the first Indian President of the Faculty of Medicine, has made over to it Rs. 3,600 for providing a gold and a silver medal for presentation to our medical graduates, every year.

Offers for the creation of five endowments, and bearing the names of Sreekantha Scholarship Fund, Gunendranath Medal Fund, Mohinimohan Ray Memorial Medal Fund, Quilan Memorial Medal Fund and Narayanchandra Sen Medal Fund were accepted by the University during the year.

Dwijendralal Ray, one of the makers of Modern Bengali literature, would require no memorial raised in his honour. There is not a cultured home in Bengal where his inimitable songs and ballads are not known , and his memory is cherished in the peoples' hearts. Some few of his thousands of admirers have thought of perpetuating his memory in the orthodox style, by establishing a scholarship, not because they feel that it is needed as a memorial, but because they would like to assist in the promotion and appreciation of Bengali literature through the helpful agency of the University. Like Rangalal Banerjee, Bankimchandra Chatterjee,

Jogendranath Vidyabhushan, Madanmohan Tarkalankar and Nabinchandra Sen, Dwijendralal was a member of the Provincial Executive Service, where he made his mark as a capable and independent officier. Iswarchandra Vidyasagar, Michael Madhusudan Dutt, Dinabandhu Mitter, Bhudebchandra Mookerjee, Rajkrishna Mookerjee, Prosonno Coomar Sarvadhikari, Dwarkanath Vidyabhusan, Ramnarain Tarkaratna, and Hemchandra Banerjee, not to mention many living authors, also, were at some periods of their lives in Government employ. This makes one think as to how much Government has done directly and indirectly to lift the level and help in the expansion of our literature.

The Bankimchandra Chatterjee memorial medal has not yet shown much by way of actual results; but the process of leavening is slow and what we are accustomed to call the educated classes, have begun to show healthy interest in Vernacular literature only recently. It is but recently again, that we have been getting over the faith that a shelf-ful of books on European literature, Philosophy and Science contains substance more valuable than a library of the East. Others of an equally extreme view think that a couple of the higher order of our *Vaishnava Padavalis* contains—for the elect and the devout—more philosophy, poetry and things of joy for ever, than many portly volumes of the West—the West that is susceptible enough to be charmed by stray but refined presentments of the everyday thoughts and devotions of the lowliest of householders and mendicants in the East. Writers of influence and merit like Dwijendralal Ray help in

reconciling these extreme views and in building up a literary *via media* of great value and promise.

Welcome as these endowments are, our assets would have to grow very much larger if our work is also to grow, amidst constant questionings and challenges and more endowments of the type and magnitude created by Sir Taraknath Palit and Sir Rashbehary Ghose are urgently and promptly needed.

We are very thankful to Your Excellency for graciously conferring the rank of Honorary Fellow, as an eminent University benefactor, on Sir Rashbehary Ghose, whose full length portrait adorns the walls of the Senate House and whose statue will soon be in the Science College.

A Retrospect.

On the eve of the completion of the sixtieth year since the establishment of the University, and with inevitable readjustment of ideas and reconstruction on a large scale in view, meet were it to attempt some stock-taking of the work that the University has been able to do during this short period. This may make a forecast of future work and realization of the ideals guiding it the easier. The University came into existence amidst din and turmoil that gave no time to our first Chancellor to attend its first two Convocations. Amidst the din of an unequalled world-struggle sixty years later, on a super-gigantic scale, raging apace with steadily increasing vigour, the Head of the British Indian Government, not the most negligible factor in the contest, has

cares and calls on his time that the outside observer cannot conceive. Yet out of concern for the work and anxiety for its betterment, Lord Chelmsford has been able to make time to meet us in Convocation, at the earliest possible opportunity. This is a silent but eloquent testimony if the strength of the Empire and the good will of the people, that enable the Ruler to strive at the same time for the equally glorious victories of Peace and War. Another reason why such a retrospect would now be fitting is that by a strange coincidence, this year is also the Centenary of the Presidency College, round which, as a nucleus, Bengal high education has largely developed. The *Mahavidyalaya*, the fruit of the efforts of a few enlightened non-official gentlemen interested in education, was established just a hundred years ago. Its place was taken by the Hindu College, which the Presidency College in time replaced. Forty years of more or less unassisted work started by the *Mahavidyalaya*, paved the way for the *Viswavidyalaya* or *Parishad* as some purists have begun calling it, which is completing its Sixtieth Year. However brief and imperfect the survey may be, it may have some lessons and furnish some encouragement.

OUR FIRST CHANCELLOR'S IDEALS.

It would be profitable as a preliminary to such stock-taking to ponder over the programme and ideals of work outlined by the framers of the scheme. Lord Canning, in his first Convocation

Address on the 6th of March, 1861, two years after the establishment of the University, said :—

" I can remember how it was said that the intention of the institution would not be understood, that it would be beyond the scope of the Native mind. How great has been the mistake made in such apprehensions! Not only is the object understood, but the institution itself has grown with a rapidity, wonderful even in its novelty. It has been said that it would injure private schools. But results show just the opposite, for it is evident to all that such schools have increased. We were told that we ought first to educate the lower classes and so work upward to the higher ones. That is a difficult question, one of policy. I myself cannot agree with those who think that our chief duty here is to confine our Western learning solely to those middle classes who mostly look to Government employment as a means of living. There has been a prevalent opinion that the Government would do wrong in providing education for those who are not exactly dependent on a profession for their support and that it might very wisely leave the upper classes to seek their own means of education. I think this a pernicious and dangerous policy. I think that any Government can scarcely be justified in adopting such a course and least of all that of India, as governed by England. The position of our Government here is not one which can neglect such an important duty."

After elaborating his points with characteristic directness, His Lordship proceeded—

" I trust that Englishmen have learnt that they had something to repay India for, and that if disposed to hold out the hand of friendship to the Natives, it would be their duty also to make them share in the learning of their Western home. I expect no magic results from the Calcutta University, but I do hope, as years roll on, to see the Native gentry eagerly seeking after such distinctions as I

have this day conferred. I say 'distinctions,' because I hope that many wealthy gentlemen, independent of their own exertions, will make such honours an object of ambition."

Later Testimony.

Speaking three years later Sir Henry Maine's explanation of the phenomenal success of the University—for the number of members "had positively sextupled in six years"—was that they were dealing with a "society, whose fault, no less than its excellence, lies on the side of mental acuteness and which from its composition and circumstances has comparatively few facilities for the exercise of activity." The vast group of practical problems of to-day, arising out of Administration, Trade, Applied knowledge and Industrial activity offered much less scope of work to our students at the time. Sir Henry Maine was emphatic with regard to the standards reached. "It is no exaggeration," said he, "but the simple truth to say that they are rapidly approaching the highest European standard," and that "they were in some cases singularly successful in their extraordinary ambition to write the best or the finest English." He went on to remark that "Judges of both the High Courts established in Northern India were getting exceedingly embarrassed by the superiority of the younger Judges."

In 1865, Sir Henry repeated with conviction the opinion of Chief Justice Peacock that "an average legal argument by vakils in the Appellate High Court was quite up to the mark of an average

legal argument in Westminster Hall." In 1868 Vice-Chancellor Seton-Kerr addressing our Law Graduates said,—"the foremost of you need not fear to break a lance with English Advocates."

"The best of our Bachelors of Arts in Mathematics, if he had continued his studies a little longer" according to Sir Henry Maine "would have come very close to the level of the Senior Wrangler for the year (1867)"; and of an M.A. in Philosophy of the year, he said that his performances would do credit to the flower of Oxford Schools—a standard "about as high as any in the world." "The fact remains," he continued, that "the standard which had been reached was strictly European."

It was not the not unnatural partiality of Sir Henry Maine for the work that he had shaped and piloted that was responsible for these courageous but then unchallenged statements. Others equally capable of judging, but not as broadminded in some respects, were also obliged to agree.

Dr. George Adam Smith referring to the compliment paid by Vice-Chancellor Maine to Bengali graduates wrote later on :—"Years of experience as a Fellow and Examiner of the University of Calcutta enable me to endorse this opinion."

Sir Henry Maine's reply to the charge that "the knowledge tested by our examinations was of the slightest kind" is of more than mere historical importance and bears repetition. "It is not true," he said, "I am sorry to have to repeat this thing so many times, but it is not true that the knowledge

which is diffused under the influence of the University is either slight or superficial, except in a sense in which the proposition might be advanced of any University in any European country and under the circumstances of India the very diffusion of even slight knowledge over such multitudes of minds would be a fact of the utmost importance and interest." It may not be inopportune to refer to some of these testimonies in view of unreasonably growing opinion to the contrary, largely based on ambiguous statistics.

Those that despairingly speak of the "natural consequences" of the "mistaken methods and aims embodied in the Act of 1857," forget that the Act of 1904 which now governs all Indian Universities was intended as a corrective and has been on trial only for a short ten years. Owing to financial exigencies it has not had anything like a full trial.

Sir Henry Maine reminded critics that "it takes many ten years for the seed sown by institutions like this to fructify." He also gave expression to his suspicion about "the intelligence and still oftener the motives of cavillers of native education." He cautioned Englishmen against "importing into India commonplace censorious opinions about systems and institutions based on a mere fragment of truth." Sir Henry deplored "the want of perfect sympathy between one of the youngest branches of the greatest family of mankind and the oldest, to renovate and educate which, marvellous destiny had brought the former from the uttermost ends of the earth." And it was his hope that under the influence of the University,

"the intellectual sympathy would come first and moral and social sympathy would follow," sentiments that have found powerful expression in His Imperial Majesty's gracious and helpful message to the University, inscribed on our walls in letters of gold.

Have we fallen from the fairly high state for which previous Vice-Chancellors and Chancellors gave us credit in no indulgent but often in a critical spirit? Or have we inspite of difficulties, obstacles, and handicaps steadily pursued our onward march of progress, it may be with indifferent success now and again, but often in a way of which we need not be ashamed?

The situation that Lord Canning and Sir Henry Maine had in mind, has more than half a century later, been forcefully summed up in Your Excellency's felicitous terms, in replying to a recent Address of the European Association of this city. Your Excellency observed :—

"The times in which we live are full of difficult and thorny problems. There is a great awakening of self-consciousness in the ancient races among whom our lot is cast. This is largely due to the traditions of our own country and to teachings for which we ourselves are responsible. The seed we have planted is growing very rapidly and has now become a strong tree, and though we may sometimes think its growth strange, because it is not precisely the same as our own growth, yet we should regard these conditions with interest and sympathy. * * * * * The strength of the British Empire lies not in the assertion of special privileges but rather in the ability she has so often shown in the past to understand and enter into the natural aspiration of the various peoples who form part of her wide dominions."

There are many unbroken links in the consciousness of our people that join the activities of the University to-day, with those early ideals and triumphs. There is a living link too. In my proposed stocktaking, if I were to attempt details, I could hardly point to many assets like Sir Gooroo Dass Banerjee, who was present at the *First Convocation* in this Hall fifty-nine years ago and who, we rejoice, is present with us to-day. We have since then increased our heritage and have every confidence that the University, which we shall leave in the hands of posterity, will have had the glory of its work enhanced and will have largely helped in the fulfilment of its motto—"Advancement of Learning."

Our Past Work.

We sometimes hear from those who are the least in touch with our work, though not always in equally blunt language :—"Yours is only a case of hypertrophy and you are not developed ; you are top-heavy, you have not moved with the times. To Applied Science and Arts you have not applied yourselves. You are scholastic and academic and hide-bound first, last and in the middle. Further, yours is a God-less education. No moral fibre has entered into your system and your scheme."

To some of these charges we must plead guilty, though the fault is of the system and the situation, more than of anything else. Demands of religious neutrality must be supreme and some there are who think we should be doing our students and teachers a grievous wrong if we were to directly teach

even lessons of temperance and sobriety. We often tread on debatable ground if we attempt to deduce moral lessons from differing religious teachings. We have to be content with very general and indefinite moral teachings, indeed.

True, we have grown in bulk in many directions, because we had to. But whether it is development or hypertrophy must depend upon the individual "angle of vision." In matters educational it is extremely difficult to define as to which is the top and which the reverse. So-called high education rightly understood, is but a humble preparation for the gigantic primary and secondary work awaiting us in the near future, for we must get ready our army of teachers, commensurate with the needs of the situation, involving the educational future and ultimate elevation of many millions.

Some statistics may be useful in conveying an idea of the educational growth of the area we still control. The census figure of the population of Bengal, Bihar and Orissa in 1881 was 69,536,861. Of these 3,001,582 were returned as literates. The number of schools of all descriptions and colleges in these areas in 1877-78 was 26,218. It rose to 63,482 in 1887-88, when the Allahabad University was created, to 65,554, when the new Universities Act was passed and to 74,316 in 1914-15. The population of Burma and Assam in 1881 was 8,618,197 of whom 1,030,035 were returned as literates. The number of schools and colleges in these areas in 1877-78 was 2,580. In 1887-88 it rose to 7,854, to 23,518 in 1905, and to 30,588 in 1914-15.

The number of institutions with which we started as an University was 63 and to-day we have 809, in spite of extensive loss of jurisdiction. The number of candidates appearing in our examinations last year was 30,509. The number to be admitted to our degrees to-day is 2,947. The total number of our graduates up to date is 35,432. The number of Professors in our colleges is 1,155 and the number of our Examiners is 1,162. In Calcutta alone we have 553 Professors engaged in higher education. While compared to any Western civilised country, the proportion of people availing themselves of the culture offered by the University is small, we in Bengal contemplate these results with comparative satisfaction, so far.

We, who began with very few existing institutions as the nucleus of our work, have helped in raising not only their number, but their status and level, in manning and housing them better and in better supervising and controlling their work. We have succeeded in giving the outturn of these institutions a healthier and better tone all round, and in helping them to raise the *morale* of the professions and the services which they crowd—and from which they have succeeded in crowding out the unworthy—a great civic triumph, that has been freely admitted.

We have in a large measure succeeded in making provision for detailed and special study of numerous branches of knowledge. We have steadily amplified and diversified our courses of studies, with their—far too many as some think—optionals and alternatives, have broadened and strengthened their bases.

Progressive increase in the study of physical and other sciences, enlarged scope for our vernaculars, *more thoroughgoing study of Oriental classics, enlarged* opportunities for research and original work, systematic teaching of medicine, engineering, law and pedagogy are but a few of the features of our growth.

We who started homeless, have the Senate House, the Darbhanga Buildings, the Hardinge Hostel and the Science College as some of the places where our work is carried on. Soon we hope to have extensive additions next to the Senate House and at least seven well-built and comfortable Hostel Buildings. The University Institute close by is a valuable appanage. We have Libraries and Laboratories of our own, which though not commensurate with our requirements, would, inspite of their recent growth, bear favourable comparison with many in and outside the land. Endowments like those of Mr. Premchand Roychand, Babu Prosonno Coomar Tagore, Babu Anathnath Deb, Sir Taraknath Palit and Sir Rashbehary Ghose and generous gifts like those of the Government of India, Maharaja Manindrachandra Nundy of Cossimbazar and the Maharaja Bahadur of Darbhanga would by themselves be an index of fair work. The King George V Chair of Philosophy, the Hardinge Chair of Mathematics, the Minto Chair of Economics, the Carmichael Chair of History and the Palit and Ghose Chairs of Chemistry, Physics, Mathematics and Botany would be some more index of our work. We earnestly hope to have soon a Chair of Technology. With the assistance of the occupants

of these Chairs and of our College Professors we have attempted to make the University a real teaching body and not a mere Examination Corporation, thriving on what goes by the name of cram and memorising. These have been some of our attempts. The measure of our success is for others to judge.

There is another fact about our growth that we can view with satisfaction, and it is that all classes of the community irrespective of position and wealth, have come under the influence of the University. The University has thus been directly and indirectly a great levelling force, harmonising the classes with the masses; we count amongst our graduates and undergraduates all, from the hereditary Maharaja and the learned pundit and the pious maulavi, to those who are traditionally regarded as untouchable.

Many things will suggest themselves to you that remain to be done; but it is only human if at the end of six ten years, we pause and cast back a glance at the distance covered.

Inspite of unavoidable drawbacks our Chancellors and Vice-Chancellors have year after year reviewed, in no unduly partial spirit, the progress of our work. They had often to express dissatisfaction with defects in details as well as policy, which time and experience brought to light; and changes have been effected, often from one extreme to another, and back again, that have altered our work almost out of recognition. As those intimately connected with the working of the machinery, it has been, however, their agreeable and bounden duty to testify to steady uplifting of the level—to the fairly

creditable "Pursuit of knowledge under immense difficulties." I shall not tire the Convocation by referring to such testimony in detail, for it is now accessible in a collected form, to all who care to dive deep into the subject.

The truth of this array of testimony has never been seriously challenged; the testimony is uniformly of capable, high-placed, distinguished and specially chosen servants of the Crown, who have been thoroughly and long identified with the work. It is no lawyer-like pleasure in or necessity of hunting up musty evidence in a weak case that prompts this "discovery" of our bed-rock foundation. It is good now and again to recall to mind elemental truths that are apt, in the hurry of life, to be lost sight of.

APPROACHING CHANGES.

This is as events have moved so far; we are on the threshold of further territorial and other momentous changes, calculated to have important effect on our work. The Patna University Bill is already before the Imperial Legislative Council and is arousing widespread and varied criticism, the trend and effect of which will be watched with interest in academic and other circles.

Regarding dismemberment itself we can have little to say, for we submitted to the wrenching process on three previous occasions. Lahore and Allahabad, since they left us, have been doing fairly well. In their new found vigour some of them now and again throw out their limbs lustily; but they have paid us the compliment of having some of

their best and most devoted Vice-Chancellors and Professors from among our graduates.

Ceylon was not quite reconciled to the separation from us and recently we received representations from several individuals and public bodies there, for its students being allowed to participate in our Examinations, as before. There being no local facilities, they were obliged to content themselves with the Junior and the Senior Cambridge Examinations. This application however, could not be entertained. It is a matter of congratulation that recently a movement has been set on foot for a separate University for Ceylon. It will have a rich and untapped field of research, relating to the Buddhistic Eras, with an unmistakable stamp of early Bengal culture.

Under special circumstances and on a strong case being made out, we still admit a limited number of students from distant provinces, under strict conditions necessary in the interests of efficiency. But our own expanding requirements will soon forbid our extending such indulgences, and we are notifying to those concerned that they will be discontinued.

We were subjected to a milder operation last year, the effects of which are not yet quite perceptible. When the foundation stone of the Benares University was being laid last year, this University sent it a message of felicitation, to the effect that "the University of Calcutta rejoices in the accomplishment of work, which had already led on to and justified the creation of other Universities in Upper India." It did not choose to follow

Vice-Chancellor Bayley when he said in 1871 :—" I look with regret, I may say almost with dismay, upon proposals to limit the influences of this University or to replace them by others of a narrower and more provincial growth." In referring to the Benares University at the last Convocation, I ventured to claim that to enjoy the distinction of being the Mother of Universities before her Diamond Jubilee has been celebrated will be an abiding satisfaction, nay, a source of legitimate pride to the University of Calcutta. Some of my predecessors took no other view of the situation years ago.

On the eve of the establishment of the Allahabad University, in 1885, the Hon'ble Sir Courtenay Ilbert, said :—

" Remembering that our hold, the hold of this University on the people is now so firm and sure that we need fear no competition, I would say that if and whenever a scheme is matured for establishing a University in the neighbouring provinces and if we obtain satisfactory assurance that there will be no lowering of those high University standards of which we are justly proud, then we would not turn the cold shoulder on our new sister but would welcome her as a helpmate, recognising that in the vast field of Indian education there is room for an almost unlimited number of workers and an almost indefinite variety of Systems."

We have been but recently invited to express our opinion on the Bill and the University has not yet had an opportunity of considering the matter. Its collective opinion cannot, therefore, be now anticipated. The question of proper standard and constitution, however, must always exercise us, as

it exercised my predecessors in office: thorough efficiency must be ensured and undue competition avoided.

The Punjab University, which had been established in 1882, had been welcomed by Vice-Chancellor Reynolds as the "Youngest of our Academic Sisters," which gave Sir Courtenay Ilbert the metaphor that I took the liberty of varying. Whether we regard Patna as a Sister or as a Daughter, our solicitude for her, as the nearest neighbour, must be always great. However grown-up and well-placed a daughter,—or a younger sister,—may be and howsoever well-equipped and kindly the household to which her destinies may be transferred, the wrench of separation naturally evokes sentiments and misgivings, like those that troubled even the sedate sage Kanwa, as portrayed in the memorable scene of farewell to his foster daughter Sakuntala, who, combining in herself the graces of earth and heaven, has charmed the West and the East for ages.

The Dacca and the Burma Bills, which are believed to have passed more or less through the initial stages, may soon be expected to be taken up and will further affect our jurisdiction and working. When all the Bills in view are passed, the reduction in the number of existing colleges will be 11 out of 55 and the reduction in the number of schools will be 130 out of 751. Decrease of the number of candidates at our Examinations all told, judging by the standard of recent years, will be 4,500 or thereabouts.

Demands for Amplification.

Whether there will be a permanent reduction in our work or not is more than I can at present say. The educational demands of the country are growing and almost as many more colleges and schools as we have, would be needed to meet increasing requirements, since the congestion is everywhere great. At almost every centre of teaching, near or remote, the machinery may well be duplicated without the slightest apprehension that the class-rooms will be empty or be filled by the unworthy whom we should be at pains to reject at any cost from the beginning. Moreover, we shall soon be confronted with the question of providing more largely for our Anglo-Indian students, about whom Your Excellency has raised the warning note not a day too early. In reply to a recent Address of the Anglo-Indian Association, Your Excellency was pleased to observe—

"Indian competition, Indian claims and Indian qualifications are increasing yearly. If the Anglo-Indian community is to hold its own, it cannot rely indefinitely on traditional merit or traditional privilege. It must, in the highest stage of education at least, be prepared to meet its Indian competitors on their ground. The courses of Universities all over the world are becoming generally more alike. Let us have, where we can, separate residential arrangements at our Colleges, for Anglo-Indian students; but do not let us rely too much on separate curricula or separate standards."

Anglo-Indian students will soon begin to profit by this, if they are well-advised.

In the meantime the purely Indian demand will be steadily growing. The Syndicate has already

applications before it for three more colleges in the interior of the province. Chittagong wants another college, Faridpur and Rangpur want new colleges. Comilla wants its second grade college to be raised to the status of first grade. The South Suburban College may soon want to be first grade, and Feni and Tangail are showing signs as if, without much nursing, they would bloom forth into important college centres. The St. Xavier's College, will, it is hoped, have restored its excellent Arts classes and the London Missionary Society's Institution at Bhowanipur, which has for the time suspended its college classes, has asked us to stay our hands in the matter of consequent disaffiliation. In this connection I cannot allow to pass unnoticed the impending disaffiliation of the Bishop's College, which had done steady good work in the past and which has been obliged to discontinue its secular college classes. Its great services to high education must be appreciatively recorded.

His Excellency the Rector in laying the foundation stone of the proposed Rangpur College Buildings commended the educational activities of District leaders and gave valuable advice about adapting courses of studies to requirements and resources. Advice like this actuated by the best of intentions, if given effect to by the districts, ought to afford some relief to Calcutta. Calcutta colleges also may well take the advice to heart, for the rush for extended affiliation is not always commensurate with the available resources. A fully equipped College with all possible affiliations cannot be brought to everybody's front door. In every walk of life the sartorial

cut and shape is best regulated by available materials.

Our Difficulties.

Whatever the extent of the work that may be ultimately left to us yet, we shall have many difficulties to face. One difficulty causing us infinite regret and humiliation is continued violence and lawlessness by agencies, with which some of our graduates and under-graduates have been found connected. Those that have at heart the interests of the country must be sorely exercised over this, for it is the duty of all to assist the cause of good government. No efforts can be too great for stamping out the plague spots from our midst, and the steady co-operation of our graduates going out to the world may be justly demanded in this essential work, and would, I have no doubt, be valued. We fervently trust that Your Excellency's stirring appeal will find effective lodgment in the right quarters and help in thoroughly cleansing the body politic soon.

I am sorry to have again to refer to two serious students' strike in important Government Colleges, one in this Province and another in Bihar. The University cannot possibly countenance such disorderliness, but must look to students as well as the college authorities for co-operation that will stamp out these hindrances to progress and order, recoiling on the situation.

Growing Complaints.

One of our difficulties is our students' weakness in English. This has been remarked upon very

often; but unsympathetic references to "College Square English" have been mostly by those, who do not understand the situation, nor acquire more than a few scores of Vernacular words during their life's stay in India. Those who understand the situation better are more tolerant. The explanation of our difficulty is not far to seek. It is the outcome of an anomalous but unavoidable system, by which almost everything has to be taught to students from an early age in a language which they do not learn from their mother's lips; and this leads to intelligible weakness in many subjects. I have already referred to Sir Henry Maine's testimony. An unsparing critic of some things Oriental, Dr. George Adam Smith observed:—"It is surely unjust to sneer at the Hindu Bachelor of Arts because he neither speaks nor writes a foreign tongue with the grace and accuracy of one who learned it from his mother's lips. A little reflection and experience will convince those who are indifferent to a kind of progress with which they have no sympathy, that there is little or no intellectual inferiority on the part of Hindu graduates to the mass of Cambridge, Oxford or Scottish University men." He was good enough to recognise that the "Hindu or Musalman student works at a frightful disadvantage. All his studies are conducted in a foreign language, and he begins the grammatical use of that language at a comparatively late period in life. This, however, is the least of his difficulties. For the few hours, five days a week, that he is in contact with an English scholar, his remarkable imitative power, his unexampled patience, his intense desire for knowledge,

and his subtle intellect enable the Hindu lad to learn at a rate which would have satisfied even John Stuart Mill. But for more than three-fourths of his life every day he is exposed to all-powerful influence in his own home which tend to make him unlearn the spirit, at least, of what he has acquired. The best part of an Englishman's education is gained out of the class-room. But when the Hindu leaves that he is exposed to influences of caste, idolatry, orientalism and dense darkness" which threaten, according to Dr. Smith, "to quench the rushlight in his soul."

As an illustration he takes the Hindu graduate who has four hours given him at a University Examination to answer ten stiff questions in political economy. "As a rule, the rapid pace at which he must write will force him unconsciously to violate idiom, to misapply the article—his great difficulty—and misspell even technical terms. But he will show a vast amount of knowledge of his subject, while his more carefully prepared English paper will display familiarity with all the rules and principles of its grammar." And the machinery by which English—one of the most complex of languages, perplexing even to the native—is taught, is far from perfect.

Nor is there any prospect in the near future of this being considerably improved, even if costly establishments like the Hastings House School could be appreciably multiplied. I do not say this by way of excuse but merely by way of drawing attention to some facts that are not often borne in mind. Improvement in methods, such as more efficient teaching, partial restoration of text books in the

earlier stages and lightening of burdens in the later stages, may be possible. Two representative Committees are investigating the matter, the results of whose deliberations, if somewhat belated, will, it is hoped, be beneficial.

We can hope to remove general inefficiency in education resulting from this weakness, only when our Vernaculars are so far developed as to form a suitable medium for imparting knowledge in more subjects than are now covered by them.

THE CLAIMS OF OUR VERNACULARS.

Those who will put forward the claims of Bengali as a medium of education on a more extended scale, will be able to point to its growing adaptability as a medium for higher research work. His Excellency the Rector has often borne eloquent testimony to the vastness of the field and the excellence of the work now in progress. His Excellency recently referred to the contributions made by Rai Saheb Dineschandra Sen and Mahamahopadhyay Haraprasad Sastri in the cause of Bengali Historical Literature and said that these contributions have thrown much light on the early origin of the language.

Before Chaucer sang or Bede chronicled, Bengal seems to have had a literature that had travelled to other countries and is proving a marvel to scholars. According to a recent report of the *Sahitya Parishad*, "the provinces of Bengal have suddenly been discovered to be rich in treasures, that lie hidden from public knowledge and which, when unearthed, will

furnish material for filling up many a gap in the narrative of the people's social and political history."

In the domain of historical research results are being achieved that will make it obligatory on those concerned to write the history of Bengal anew. Such a history is, I am glad to learn, under preparation by capable and careful collaborators, under zealous and helpful guidance. And we are about to appoint our Carmichael Professor of History who and whose proposed co-adjutor in research in our ancient Mathematics, but a dim glimpse of the marvels of which has captivated the enlightened ruler of a neighbouring province—Madras,—may be well expected to make valuable contributions to the reconstruction of the History of India in its earlier stages. Though one of our Vice-Chancellors said that our vernaculars have no literature to speak of, another—Sir William Hunter—enthusiastically spoke of New Americas to discover in these unexplored seas, but the first efforts towards which are being just haltingly made.

We may legitimately hope for a promising future with Mahamahopadhyay Haraprasad Sastri's recently published unique work on ancient Buddhist songs and ballads at the one end and Babu Jogindranath Bose's exquisite epic, *Prithwiraj*, at the other.

One is glad to notice a fortunate combination of circumstances, highly propitious to the cultivation and promotion of our Vernaculars. Your Excellency delighted Hindoo India by quoting in Sanskrit in a recent address, our time-honored saying about the eternal ascendancy of righteousness, very dear to the

Hindu from immemorial times. This has always been the bedrock of his faith as well as action in life. It is because of this faith that the Hindu survives to-day among the nations that first saw the light of religion and civilization. Her Excellency Lady Chelmsford is able to appeal to our ladies in their own Vernacular and His Excellency the Rector often encourages learned assemblies by speeches in the language of the country. Some other provincial rulers address their Durbars in Vernacular and only the other day our University Professor, Dr. Ganes Prasad, addressed a learned assembly at Allahabad in Vernacular on a highly technical Scientific subject demonstrating the capacity and the possibilities of our Vernaculars.

It was not a day too early that the insistence of this University in the cause of our Vernaculars and Classics came. The legitimate consequences of such insistence are now manifesting themselves. If the Vernacular has been solemnly included in our curriculum and if the standard be sufficient, it is but right that full credit for it should be allowed and that there should be further expansion, taking care, of course, not only to maintain but to raise the standard, if necessary.

The importance of our classics in the educational polity cannot be over-estimated. It is being slowly recognised in England and this morning's news is most gratifying that in the midst of his enormous cares His Imperial Majesty the King Emperor has been graciously pleased to agree to open the School of Oriental Studies in London.

OUR HIGH SCHOOLS.

The question of efficiency at the University is necessarily and intimately connected with the school question. The foundation and support of University Education in this country has from the beginning been its system of high schools. From 50 in 1857 the number of schools rose to 631 in 1914 and to 751 in 1916. The University has done its best to make them move with the times and to improve them. Our Regulations require inspection of school work, which through the courtesy and co-operation of the several Directors of Public Instruction concerned, the University is able to accomplish. Growing lack of resources and equally growing poverty of the people stand, however, in the way of full realization of the ideals contemplated by the Regulations; but the improvement with the available means during the last few years has been marked.

Three outstanding difficulties in the way of school managers are growing congestion, also, betokening growing demand for education, unsuitability of school houses and inadequacy of staff and their pay.

SCHOOL TEACHER.

In any scheme for school improvement, thought for the teacher must be paramount. Everything possible should be done to make the teaching profession attractive and to induce those who choose it to adhere to it. This would be possible only by improving their pay and prospects, as Your

Excellency has been good enough to observe. Liberal contributions would be needed for organising and improving this most important branch of public service and greater justice must be secured for their claims. In the present state of things we do not know from where such contributions may be expected. It is hardly likely that the resources will soon improve. Yet the demand for education must be met; nor can manifest defects be allowed to grow unchallenged. A substantial Government grant for the improvement of our schools under private management, on the lines of the Government grant for improvement of private colleges, is urgently needed.

I ventured to lay before Your Excellency suggestions for some system that might, in a measure, free them from anxiety in old age and illness and secure some comfort to their families on their death. Most of our schools are under private management and the service carries no pension. A carefully thought out Provident Fund system, with which some features of insurance might be combined, was my suggestion. The teacher might be made to pay a certain percentage towards the object in view and the school concerned might add a certain other percentage. The addition of the latter to the pay would make no appreciable difference in the situation; nor would the deduction of the percentage from the teachers' salary, small as it is, make much difference.

The sum so collected might build up in the first place a Provident Fund giving the teacher of approved service fairly comfortable prospects. It would also be a fund to fall back upon under certain

conditions, for loans in case of exigencies like an illness or a marriage or funerals,—no negligible elements in Indian economy that often ruin a man if he neglects to take adequate care. A small balance of the fund might also secure an insurance for the benefit of the family. These matters would require careful actuarial calculation before a final scheme can be evolved. In the meantime the scheme of Provident Fund prepared by the Education Department, has been engaging our attention and a workable compromise that would somewhat better the teacher's prospects and help in securing continuity of his services in the profession of his choice, should soon be possible. I have heard with regret that such a scheme has in some quarters been misinterpreted as a handicap to Educational service, in the case of those who want to leave it when they wish. It would be difficult to sympathise with the knight-errant of a teacher who after choosing his profession, with full knowledge of its drawbacks, would on the slightest provocation, rush off for something else, that he thinks would better his prospects. The time has come, as there was a time not long ago, when a man who deliberately chooses teaching as his profession should adhere to it, both for its and his own sake. We have after great deliberation decided on our Licentiateship and Degree in Teaching, which ought to insure a steady continuity. If some auxiliary benefits of the kind I have tried to indicate are assured, matters may improve. Government institutions that provide for pension, would not be the worse for adding the inducement of a provident fund and an insurance,

though the teacher concerned would have mostly to pay.

School Housing.

Regarding the housing of schools, where the fourth of a boy's life is spent, it is a real difficulty even in large places like Calcutta. Some of the best conducted of our schools are poorly housed and Government schools are no exception. With better times, I have reasons to hope the Government schools will improve. Some of the private schools are improving ; but they form yet, a small minority. Most of our schools have no capital behind them and have to depend entirely on fees. In such cases, as I have often suggested, it ought to be worth somebody's while to see if model school houses could not be erected and let out at a reasonable rental. This cannot and ought not to be run as a charity, but must be on a purely business basis. The enhanced rental ought to pay reasonable interest and provide for a sinking fund, and a slight increase in the school-fees may be the result. Without attempting some such organised relief, it is little use insisting on better accommodation, when to the knowledge of the authorities there is an absolute lack of means to provide improvement. Drastic regulations may help in putting some of the schools that have been doing tolerably good work out of existence ; but this would be no service to education.

No less serious is the congestion in our colleges. The class rooms are bad enough in some cases ; but our student housing is worse.

If some of the congested *bustees* could be acquired on a large scale, the question of housing our hostels and schools in Calcutta would be considerably easier. And the question ought to engage the serious attention of educationists, as soon as means permit, since brick and mortar are destined to play so prominent a part in latter-day educational ethics. Difficulties in the way of Calcutta being turned into a University town proper may yet be overcome. Congested as our city is, there is room yet to grow, if adequate means are forthcoming and if imagination and business ideas are judiciously balanced.

The Residence Question.

Colleges have grave and real obligations under the Regulations to see that students reside under proper conditions. The question which has been engaging growing attention of the authorities has become acuter than ever to-day. All are united in the opinion that those who do not live with their parents or guardians ought to reside in proper hostels and messes and under supervision contemplated by the Regulations. Having regard to the large number concerned, strict insistence on these rules has not been possible, but steady improvement is noticeable. Government help has made it possible for us to take up the housing question with greater earnestness than was possible before. The earnestness has been considerably accentuated by the close personal interest of Your Excellency, who within the last few days has been pleased to visit many of our

hostels and messes in what are loftily called our "slums," evinces in the question. Let me assure Your Excellency that the most favourable impressions have been created among our students by these kindly and unconventional visits and the hearty way in which Your Excellency tried to get into touch with them. They and we are supremely grateful.

We shall soon be able to point to students' residences—necessarily on a limited scale—that are not always the "purgatory" of vigorous journalistic imagination, from which our students are glad to escape. Within a few days of the final settlement of the terms of the Government grant last year, the University was able to start work in connection with hostels for the St. Xavier's College, the Ripon College, the Bangabasi College, and the Metropolitan Institution as well as a Central Non-Collegiate Hostel for Mahomedan Students from all Colleges. Delay in acquisition preceedings as well as difficulty about soil, have delayed the City College Hostel and the Belgachia Students' Infirmary. Work at both these places is, however, expected to be soon begun. The St. Xavier's College Hostel is now complete and is waiting to be furnished and opened; the other Hostels are also expected to be soon complete. Before the next College session begins, we shall have ready four Collegiate Hostels and one Non-Collegiate Hostel, accommodating altogether 825 students, and before the end of the year one more Collegiate Hostel, accommodating 183 students, and the Students' Infirmary, accommodating 40 students ought to be ready. And after adjustment of accounts, we shall be able to consider if, as indicated

last year, we could not, in addition, have two small —but extremely necessary—Non-Collegiate Hostels —one for Buddhist students and another for, what are called, the depressed classes.

The question of fittings and furniture, not yet provided for, is causing us anxiety, and it is to be hoped that, in the interests of seemly uniformity, we shall be able to furnish them inexpensively and on approved plans. The Government of Bengal has been good enough to provide for the St. Xavier's College out of the deferred grant for private colleges; but the rest of the furnishing question is awaiting decision.

In the course of construction, it was pressed upon our attention that hostel units of 200 were far too large and smaller units were desirable. In order to ensure better supervision, we decided to have an Assistant Superintendent on each floor. In regard to any hostel that we may have to design later on, the desirability of smaller units will be borne in mind. So far as demand for accommodation and strict insistence on our Regulations is concerned, the occasion for further building is immediate. Experience shows that hostels can be built cheaper than was thought possible, when the plans were discussed at Darjeeling and Simla, inspite of high rates due to the war. And in the course of construction various ideas have suggested themselves to our advisers, which, if carried out, ought to make construction still more cheap. I am inclined to agree with those that think that decent housing is all that we should aim at and our accommodation should and need not be such as will not reconcile the student to the home

from which he has come and to which he must return.

Even when the buildings we have in hand, are completed we shall have to keep up, nay add to, the Messes in existence, for the new hostels will not take more than 1,028 students and we have to house a great many more.

New Features.

In many departments of work much that is new is being attempted. If I were to endeavour to review our progress during the year all along the line, I shall be keeping you here far too long. And yet this distinguished gathering, before whom, in accordance with time-honored custom, I am to lay our hopes and difficulties, would probably like to have a brief indication of some of the numerous progressive measures on which we are engaged.

The Appointments Board.

The labours of the University have entered on a new phase with the wider realisation of the fact that it has permanent responsibilities in regard to the life of those that spend in it their best years. While attempting to develop the physical, mental and moral qualities of our students when they are with us, we are feeling the need of following their fortunes when they leave us. In the success of our graduates we rejoice; but in their difficulties, often very great, they ought to find us not only ready with consolation, but with all possible help. This problem to

which reference was made in my last year's address, led to the consideration of the scheme of an Appointments Board. Most Western Universities have this important body to facilitate suitable employment. The changing social and economic conditions of Bengal make such a scheme imperative and it is already overdue. An Appointments Board may make clear to us the direction in which we can adapt our system of education without sacrificing any of its cultural value, to suit the requirements of life. Details of the constitution and the work of the Board have been entrusted for settlement to a committee of the Senate.

Proposed facilities in Commercial and Industrial Education.

It is one of our acute disappointments that so few of our University men have any share in the larger operations of commerce and industry that go to the development of the resources of the country. This causes peculiar anxiety, because the paths chosen by the bulk of our graduates are in a state of chronic overcrowding. So serious is this matter that it was referred, amongst a group of very important problems, by Your Excellency in your first speech at the Imperial Legislative Council at Simla. It has again been very sympathetically dilated on to-day. The solution suggested by Your Excellency at Simla was Scientific Agriculture, the claims of which have been amplified by Your Excellency within the last few days. Sir George Barnes referred to the same question at Calcutta and

suggested a larger participation by middle class Indians in the trade and industries of the country. Sir Thomas Holland speaking at Madras suggested scientific and technological research. All these lines of activity, duly followed, would to a great extent relieve the situation. How necessary it is to nurse and foster some of these in this country will be manifest when we remember that only the other day special facilities had to be organised by Government for more vigorous research work in England,—not merely for war purposes—though research work has long been firmly rooted there.

The latest report of the Indian Students' Department in England, the local committees of which are about to be reorganised, says:—"It may well be that the only permanent solution of the student problems lies in building up in Indian Universities, industries and institutions adequate to give her sons all the training they require. But that day is yet far off." It need not and ought not to be far off, if the solution suggested by the Department is the right one.

To assist those who come to seek knowledge and come not merely for its sake, those to whom the problem of livelihood is a stern reality, it is our growing duty to make all possible arrangements without sacrificing our root ideas. We would place these men in positions in life from where what they have acquired at the University can bear good fruits in social service and loyal citizenship and we would make the Universities less open to criticism about the unpractical character of its work.

We have often a silent and sometimes an audible challenge thrown out that Bengalis are incapable of independent and successful direction of Commerce and Industry, as evidenced probably by the growing economic distress of the Bhadralog classes, that has social and political reactions of an undesirable character. Isolated cases to the contrary—even of phenomenal success—will be no answer. From all standpoints the urgency of Bengalis taking some part in their large trade and industries is very great. There would be no means of this being done until our Higher Commercial and Industrial Education is organised on a proper basis. We have to realize and preach the dignity of labour, from the lowest rung of the ladder and make it clear that the Lord who appreciates the chanting of his name, also wills that the hands that his wisdom and benevolence provided should at the same time do their work. And with some effort this should be possible in a country in which service of man—is really and truly the highest cult and where the privilege to sweep the Lord's Temple has been considered the greatest honor for a mighty Prince. When we consider the popularity of University life and University degrees among our people, the necessity of lending their—call it adventitious—aid to the cause of Industrial and Commercial Education will be apparent. Those who urge casual abuse and defects against broadening the basis of the scheme, forget that public opinion has to be educated in the matter and that through mistakes and misadventures most goals are reached.

The present is a particularly opportune moment to do something in this direction.

Ideas towards introducing something more practical in our Education, which are noticeable in earlier Convocation pronouncements, have gradually become more and more definite, as will appear from a recent collection of views circulated by me among members of the Senate to facilitate further action. We have as our Chancellor one who has watched for years the successful working on the commercial side of the Polytechnics, maintained in every Borough of London and who will bring to bear on these problems the directness of practical experience of a colossal local administration.

In reply to a recent Address of the Bengal National Chamber of Commerce, Your Excellency was pleased to observe—

"I shall naturally be glad to see any steps taken which will lead our young men to take up industrial and commercial pursuits, and any scheme which has for its object the preparation of students for an industrial or commercial career has my sincerest sympathy. Whether this preparation should be given in a technical and commercial college such as has been proposed for Bengal is a matter deserving serious consideration, and I understand that there is a scheme now before the University authorities for the establishment of a College of this character. The scheme is still being subjected to an examination in all its bearings from those best able to advise. There are difficulties, financial and other, connected with any scheme of this kind, and we cannot tell at this stage how far it will be possible to surmount these difficulties. The principle upon which the scheme is based, namely, the desirability of providing a class of education suitable for those who wish

to enter into an industrial or commercial career is one which cannot fail to command our approbation and support."

Now is no time to trouble Your Excellency with details. All interested in the question must be filled with hope at the helpful spirit of Your Excellency's pronouncement to-day. And we fervently trust that the period of Your Excellency's connection with this University will be signalised by far-reaching measures in this direction, that will be remembered with every sentiment of gratitude by posterity.

The keynote of the situation, is to be found in what Your Excellency was good enough to say at Agra, the other day, that municipal progress and sound education go hand in hand and the people will only become ready to bear the cost of efficient administration when they have been trained up to appreciate its benefits.

Among the lessons of the present War there is one which would require the utmost efforts to keep out permanently from the trade and other economic advantages of this country, those debasers of culture who,

> " Of Ruth and Truth have kept no traces
> Their honor they have lightly blown in air."

In order to enable Bengal to make contribution to the patriotic resistance in which the Empire will engage after the War, and to play its legitimate role in future, this seems to be a fitting moment for introducing some system of higher Education in Commerce and Technology here.

The need of affiliating agricultural institutions with the University has been emphasised by experts like Mr. Wyne Sayer of the Agricultural Department of the Government of India, who advocates that there should be an Agricultural Faculty on the lines of other Faculties in the University. He is of opinion that so long as Agricultural Colleges are not affiliated to a University they will not attract boys from the higher classes.

The question is being considered by the Industrial Commission, that has been recently appointed. Several influential and representative Committees are already engaged in the important work of considering post-war educational and industrial reforms in England. When all these deliberations are completed and effective practical steps are suggested, it is earnestly to be hoped that channels will be found for proper flow of the energies of our students desiring to avail themselves of modern business activity, which all Universities must try to develop.

Our Lectures.

Our Extension Lectures that attracted many students and members of the general public last year have been resumed, and a comprehensive course, in which Professors from many of our Colleges will take part, has been arranged. These lectures treat of special arts and science subjects that attract all classes of students. Those who in their University curriculum have no opportunity of knowing anything of science or arts, as the case may be, have the means of knowing something of the branches of

knowledge not covered by their College course. They are also helpful to those generally interested in culture. Rai Saheb Dineschandra Sen's lectures as Ramtanu Research Fellow, have been resumed and are drawing considerable attention. These lectures as well as our Readership lectures are being published by the University and will be some index of our activities in this direction.

Post-Graduate Studies.

We are on the eve of important re-arrangement of ideas and modifications with regard to the routine details of Post-Graduate Studies. A three years' under-graduate course, with larger post-graduate teaching by the University as a whole, is the steady objective of many who are not satisfied with present conditions. Your Excellency's Government was pleased to appoint a Committee, to report on the conditions of Post-Graduate Studies both in our Colleges and in the University, which has finished its labours. A factor of considerable practical interest—likely to lead to the much needed solution of our accommodation difficulty—is that a sum of a lakh and eighty thousand rupees has been recovered from the owner of the Fish Market under a recent decree of the High Court, on account of over-payment. This will place funds in our hands to the extent of over four lakhs available for extending accommodation for the benefit of Post-Graduate studies and of University work in general.

The strengthening of Under-graduate teaching is also steadily in view, for without it Post-graduate work woefully suffers.

In our college work, we shall soon miss the assistance upon which for many years we were accustomed to rely. Our College Inspector, Dr. P. K. Ray, whose erudition, keenness as a patriotic educationist, and long experience have given him a peculiar importance and status in the eyes of college managers, had unfortunately been ill for some time.

The work of periodical inspection, which many Principals welcome, some scoff at, and a few resent, but which all the same is obligatory under the Regulations and, I believe, is conducive to much good, had recently been dislocated. I am glad to say that Dr. Ray is better and the work has been resumed. But the resumption, also, is temporary.

Dr. Ray's second term of appointment will soon come to a close and he will retire from his post as University Inspector in the midst of the regrets of the University and the colleges.

Research Work.

Special work with promising results has been undertaken by Dr. Brajendranath Seal, Mr. Raman, Dr. Ganesh Prasad and Dr. P. C. Ray in their respective branches of knowledge. Dr. Seal's work on the Positive Sciences of the Ancient Hindus has served its purpose as a contribution to the History of Scientific and Philosophical thought of the Hindus and has won unstinted recognition from Scientific journals like *Nature* and the *Lancet*. Dr. Seal is now engaged in preparing his next volume on Comparative Philosophy and Comparative Culture.

A department of Experimental Psychology has been opened at the College of Science. This department can be built up only slowly, for though this fascinating branch of knowledge has long been included in our curriculum, no one had succeeded in graduating in it, in absence of facilities for practical work. I therefore welcome with pleasure our first Master in the subject—Babu Manmatha Banerjee, whose Second Class is no index of want of merit, but largely of the handicap I have mentioned. The Department of Experimental Psychology hopes to be able in time to supply men trained in the new Psychology, for Chairs of Philosophy in our Colleges.

Dr. Ganesh Prasad has published four original papers on Acoustics and the Theory of Potential. He has three research scholars under him, each of whom has published an original paper. The work of one of the Sir Rashbehary Ghose scholars is a brilliant investigation of a difficult hydrodynamical problem, and that of the other is an interesting piece of research in the dynamics of a particle. The student, who was awarded the Premchand Roychand Studentship last year for his investigation as a Sir Rashbehary Ghose scholar, has published an important paper on aerial waves in the *Philosophical Magazine* of London. It is interesting to note that the research work done by and under our Professors is receiving recognition in the great seats of learning in Europe.

A Fifth-year Class in Applied Mathematics has been opened and contains about the same number of students as in the Presidency College.

Provision has been made for the teaching of two special subjects which are not taught in that college, *viz.*, Elasticity, and the Lunar and Planetary Theory.

Next to English Literature, Pure Mathematics has been one of the most popular departments at the University, the number of students in this department alone numbering close upon three hundred. Pure Mathematics has been entrusted to a staff of six Assistant Professors, among whom are two Ph.D.'s and three Premchand Roychand Students.

There has been a notable expansion in the teaching of Pure Mathematics in the year under review, inasmuch as classes in all the six special subjects of Pure Mathematics have been opened, contrasted to only two special subjects which were taught before.

Dr. W. H. Young whose term of office as Hardinge Professor expired in November last, delivered a course of lectures on the Fundamental concepts of the Differential and Integral Calculus during his last stay in Calcutta. The most important work he did as Hardinge Professor was the organization of a mathematical colloquum at the University. We have not been able yet to complete negotiations for his successor here, but when we do succeed, we hope to have the satisfaction of having a capable, devoted and distinguished professor—with no other distractions—who is engaged in original work of unique importance. Facilities for completing this work, the University hopes to be able to give him with the assistance of the Government, much to its own good and of science.

Our New Doctors

Our advanced students' creditable work is being steadily reflected in the results of our higher degree examinations. Babus Rajendra Prasad and Baidyanath Narain Singh who have just been admitted to the M.L. Degree, are keen students and are successful vakils of the Behar High Court.

We have to-day admitted to our Doctorates in the different Faculties four gentlemen, who in their spheres of work have given proofs of assiduity and merit, out of the ordinary run.

Dr. Rasiklal Datta has done meritorious work under Dr. P. C. Ray—a name enough to guarantee good work; he happens to be one of the foremost of Dr. Ray's pupils, whose papers scientific journals in Europe are frequently and readily publishing. His Doctorate thesis on "Halogenation of Organic Bodies and Indirect Formation of Double Salts" has been well commended by experts. I further congratulate our new Doctor on his winning the Premchand Roychand Scholarship on the Scientific side, together with Dr. Brajendranath Ghosh. They have both satisfied their examiners by brilliant work in their respective subjects.

Drs. Ekendranath Ghosh and Harendranath Das come from ranks of the now defunct class of Licentiates in Medicine and Surgery, who have in more than one instance given proof of merit and worth. Dr. Ghosh's unassisted studies were in the midst of engrossing professional work; the University has up to now not been able to furnish facilities

in practical teaching in his subjects. Similar want of facilities are interfering with the training of our candidates for the Diploma of Public Health. This is no service to the cause of sanitation and hygiene. Dr. Ghosh's thesis on "Blood Pressure in Tuberculosis" is considered to possess high merit. Dr. Das, also, has worked for his Doctorate under difficulties of the kind I have mentioned and his thesis on the little understood subject of "Blood Serum in Cancer" is well spoken of by those competent to judge.

Last of all I come to Dr. Jadunath Kanjilal, who was an under-graduate in the early eighties of the nineteenth century and a practitioner in law in a subordinate branch of the profession, for a good many years. He went to the Punjab for his Bachelor's Degree in Arts and came back here for his Bachelor's and Master's Degrees in Law, which he took at an interval of fourteen years, with the Master's Degree in Arts thrown in between. His theses on "Vyavahara Prakaranam" or the Hindu Law of Procedure and "Doctrine of Spiritual Benefit and its Legal Effect" have at last won this veteran his Examiners' approbation. And fairly late in life he enjoys the hard-earned fruits of laborious efforts, that may well be an object lesson.

The Belgachia Medical College

I referred last year with gratitude to the fact that we were on the eve of expansion of the basis of higher medical education of the country. Through the willing co-operation of the public and the

medical authorities, and of His Excellency the Rector and the Hon'ble General Sir Pardy Lukis, the Belgachia Medical College in its earlier stages, is now an accomplished fact. His Excellency the Rector presided at the ceremony of opening this unique indigenous institution and great hopes have been raised about its future. In spite of the passing difficulties of the hour, the energy, enthusiasm and singleness of purpose of the organisers have overcome many obstacles and they are, I believe, on the high way of earning the generous Government contribution that has been conditionally assured. The necessary land for extension has been acquired, instruments and appliances have been ordered and are arriving from abroad and additional buildings are in course of construction. The application for extended affiliation is engaging the attention of the Syndicate.

In contemplating the possibilities of the Belgachia Medical College one cannot help recalling to mind the days when the great educationist, Pandit Iswarchandra Vidyasagar opened the way to private enterprise in the field of higher education. Theretofore only Government and Missionary Institutions were deemed worthy of undertaking college work and when Pandit Iswarchandra boldly put in a plea for affiliation of his college,—the Metropolitan Institution,—there was not a little commotion and opposition. The opposition was overcome in time and not only did his institution obtain recognition and flourish, but many more followed in its wake and succeeded. Some more that are trying to follow will find encouragement that was inconceivable at

the outset, when Pandit Iswarchandra first moved in the matter.

The Belgachia Medical College as a pioneer in the field of Medical Education under private management has very serious responsibilities, if it has also considerable honour and distinction.

The War and the University

I shall not burden my address with war themes. The demands of the situation have been fully realized; in men, money and ammunitions, as well as in strong will, nothing is now lacking to bring the war to a speedy and honourable close. Manoevering and sham peace offers, that rest upon European War map alone, representing only a superficial and passing phase of the situation and not the real strength of the belligerents, have been rejected in terms that will live in history long. As was forcefully claimed by a Minister of the Crown the other day, every man and woman must be prepared to take a place in the struggle. Untold sacrifices have been made; but greater would soon be asked. One must not be over-optimistic, for much larger efforts will be demanded from all parts of the Empire, before the end is well in view. The Indian people would readily endorse every word of the undertaking and assurance that Your Excellency was pleased to convey to the Premier on the eve of his fresh campaign of vigor.

Speaking of the situation in July last, I ventured to point out that 335,000,000 out of the total population of 434,286,650 in the British Empire,

are in India and that anything like full use had not been attempted of this recruiting ground. I added, "there may be good reason for this omission for the time being and it may not be necessary to stretch the demand here to its uttermost; but India would be always ready. Its contribution in men and money and ammunition, though not altogether negligible, was not yet remarkable. India was proud to have been allowed to share in the Empire's all-engrossing toils. For the time being, when but marking time, the solace must be that—

'They also serve who only stand and wait.'"

India's contribution has been warmly appreciated in all quarters—out of generous instincts. It is possible for India to do a great deal more and for Bengal a greater deal. The Military and Medical authorities have spoken well of the work of the Bengal Ambulance Corps and Your Excellency has characterized it as work of which the organisers may well be proud. This has been the starting point and the foundation, as it were of a generous commission by Your Excellency's Government for a small Combatant Bengali Unit. It is the legitimate continuation of work begun by the Ambulance Corps and but represents the second chapter in the history of Bengal's modern military life. A keen soldier and the worthy descendant of a notable veteran who earned undying fame in Crimea, Your Excellency's name will be fittingly associated with this chapter. Carried to its legitimate *finale* the experiment may solve thorny questions as to the future of our energetic young men, seeking a life of adventure, excitement and honourable achievements in the field of

glory; it will make good use in the service of the Empire, of much wasted energy. The gradual development of the military life of the Bengali race will be well worthy of careful consideration by our educationists, statesmen and administrators.

In wishing the Bengali Double Company god-speed the other day, I ventured to say—

> Many of you are barely back from the Mission of Mercy to which [Government] sympathy and foresight had called you and in which you succeeded in giving a gool account of yourselves, as testified to by His Excellency the Viceroy. Familiar with hardships and dangers in the field, you have bravely responded to the call for furnishing the country's first soldiers in modern annals. All honour to you and to those who in full consciousness of these hardships and dangers are ready, almost at a moment's notice, to proceed to the front.
>
> The latest and the least among the King-Emperor's soldiers in the cause of Righteousness, great honours and greater responsibilities await you. Let not the latter find you wanting nor the former unduly elated. Resolute and unbending restraint must be your watchword and the great lessons of sobriety and temperance, inculcated by the lamented Lord Kitchener, when British troops first took the field, must be your motto. Your country and your people are on their trial in your persons in this great experiment. Justify their hopes and justify the confidence reposed in you by your Government. And when you come back from the work that you are taking upon yourselves and lay down your victorious arms, you will be acclaimed as worthy sons that have helped in opening a new chapter in the country's history. Some of you are graduates of this University and many its under-graduates. Take your Alma Mater's Blessings and good wishes with you. May you help in brightening her shield!

How the unit will aquit itself will determine future and further action in this direction. Within a few weeks the recruitment was completed and the recruits, whose conduct and discipline are described by their Commanding Officer as excellent and who, according to him, give fine promise of becoming excellent soldiers, are already on their way to the front. God be with them. No extravagant expectations should be based on the unit having got the better of their sturdier comrades in any mock combat, for realities are stern. To us it is a matter of gratification that some of our graduates and under-graduates have joined both the Band of Mercy and the Combatant ranks. But we feel that much remains to be done and University Companies ought to be everywhere possible. It is to be hoped that, as in other Universities, the Empire's burden will find willing and capable shoulders here, in abundance to bear.

I cannot let this opportunity go without referring to the commendable spirit that has taken Dr. Harrison, and Mr. Knox from our ranks for the moment. And together with them I should like to mention some members of the Educational Service,—though they were not members of the Senate, who have cheerfully gone to the front,—Principal Russel, Professors Oaten, Egerton-Smith, Ramsbotham, Cooper, McDonald, Francis, Armor and Mr. Stapleton, all of whom we wish God-speed.

University Atmosphere

A rough and hurried survey of work that is being done in the University atmosphere, if one may

be permitted to call it, would thus show that our energies are not wholly confined to under-graduate teaching or even to teaching in the post-graduate classes. Members of the University—Professors, Demonstrators, advanced students, research scholars, candidates for Premchand Roychand Scholarships and our doctorates and the higher prizes, as well as literary and scientific men, most of whom have at some time or another, and in some capacity, had connection with the University—have been able to give a fairly good account of themselves in their respective spheres of work. In taking stock of such work, the activities of literary and scientific bodies like the Asiatic Society of Bengal, the Imperial Museum, the Sahitya Parishad and its multifarious branches all over the country, the Sahitya Sabha, the Buddhist Text-Book Society, the Boudhankur Sabha, the Varendra Research Society, the Mathematical Society, the Astronomical Society, the Philosophical Society, the Chemical Society, the Physiological Society, the Indian Association for the Cultivation of Science and various learned societies working in connection with our colleges or otherwise, ought in fairness to be taken into account; they are a part of our 'atmosphere.' News was this morning received of the death of Rai Bahadur Saratchandra Das, an explorer, traveller, scholar and antiquarian of the stamp that I am speaking of, whose place it will be difficult to fill. Workers like these have inspired or been inspired by the University and their work is either a continuation of the work in the University or is more or less supplementary; but all the same it is an integral

part of University work—Greater University, one may call it, if one likes. Even a bare and by no means complete enumeration of the names of these workers, would take up considerable space and must be attempted elsewhere.

The field is large and the workers few. They will be fewer with the enlargement of fresh fields of activity. Madras, the home of our Education member, the Hon'ble Sir Sankar Nair, whom we are very glad to have in our midst to-day, has demanded two Universities. Agra has pleaded to Your Excellency for one; Delhi and Orissa may soon plead and Alighar, when it makes up its mind to settle differences, will not be long in coming. And the work in Bengal may be further sub-divided.

Larger as our work is than that undertaken by any University in the world and proportionately small as our resources are, our success has had encouraging commendation. It must be a satisfaction to those engaged in the work, to be permitted to feel that the enquiry Your Excellency has been pleased just to announce, is considered necessary in view of the increase in the bulk of work, and of no shortcomings. To meet new situations commensurate means have been thought necessary, such as had to be devised on previous occasions and such as has been necessary from time to time even with regard to well organised and up-to-date institutions like the London, Cambridge and Oxford Universities. The enquiry which had been in contemplation for several years, is about to be undertaken for reasons and under auspices that Your Excellency has been pleased to set forth. It is for us to offer all possible

assistance and co-operation and we do so dutifully. Having regard to the likely constitution of the Committee, which Your Excellency is able but to dimly foreshadow at present, hopeful results may be expected from its deliberations.

Borrowing for the moment Your Excellency's vivid figure of speech, like one of India's time-stamped banyan groves—the hallowed *Akshay Bat*, under whose soothing and life-giving shades the inception and promulgation of the *Aranyakas* may well be imagined, the University has for six short decades been sending out shoots and saplings all over northern India and beyond. Bolan Pass to Burma, Cashmere to Ceylon has been under its influence, and great responsibilities rested on it that it has tried to discharge. Divisions and sub-divisions have been in time, and have helped in growth, strength and vigor. The clearings that were effected from time to time have been soon covered up again, as is invariable and inevitable in the physical world, particularly in the tropics. But unhealthy undergrowths must be kept well in hand and clean pleasant glades, conducive to the promotion of healthy growths, are deemed necessary to be secured, by the constantly watchful woodman, who has to be a careful husbandman withal. So will the hallowed grove go on expanding and fructifying till, as in ancient times, Faith and Culture cover the land again. And so will its mission, under the new auspices, be fulfilled.

To meet the new situation new men will have to come to the fore. They are coming; more will come, as there is demand.

Always Room at the Top

The Benares University on the eve of beginning active work has availed of some of our workers and is on the look out for more. The newly founded University in Mysore which has a great future, and which we wish all success, would have been glad to have some of our leading workers if we could spare them. If the Chelmsford College at Lahore wants a Professor or the Hindu College at Delhi a Principal, we are able and glad to supply. It must be a joy to the Province and a pride to the University that they have been privileged to give not only this Province but also Madras their officiating Chief Justices, give the Punjab and the United Provinces some of the most devoted and capable of their Vice-Chancellors, Judges, Professors and Advocates, give Nagpur and Lucknow their officiating Indian Judicial Commissioners, give the Native States some of their most successful Dewans and Ministers and give His Majesty's Privy Council its, upto now, only Indian Judge. And from among our under-graduates—the Secretary of State had two Indian members of his Council, Your Excellency's Executive Council had two and Messrs. Martin & Co. had their honoured head.

Our graduates would, however, be ill-advised and short-sighted in pointing in any very aggressive manner to these or to the Indian members of the Imperial and the Local Executive and Legislative Councils and officials occupying high positions, as a justification for their Alma Mater. They are but

few and no generalization on their strength is permissible or desirable. Nor could they with greater effect point to those successful in the learned professions and in the Subordinate Provincial Executive and Judicial, Educational, Police, Forest, Telegraph, Postal, Railway and other services, though, there also, the educated Indian is holding his own, not only intellectually but also morally and has succeeded in thoroughly raising their tone. Many have laid down their lives in the service of the Empire and Humanity, not always indeed in the field of battle but in the lesser glitter of everyday life, not always as our Jatindranath Gangooly of the Telegraph Department and Jatindranath Banerjee of the Rajshahi Bar, or as some members of the Bengal Ambulance Corps did, but also in a more inconspicuous manner and none the less bravely and uncomplainingly. The supreme test is that of the average and to uplift the level must be the anxious and constant care of all true educationists, who refuse to be blinded by the glamour of the exceptionally bright and successful or to be cast down by the failure of the bad.

Our Future

What is abnormal, however, strikes average human nature more powerfully than the normal. Because a few of those whom we launch out, drift back ashore as tell-tale wrecks, the fair proportion of our graduates that sail out successfully and in their success fulfil the expectations of the University, should not be overlooked. The distress of the

marginal few,—or even many—serious as it is, does not entail discredit on the mass of the educated. Universities are not self-contained workshops. The success of their work depends on a thousand influences at home and in the schools and on environment generally. In spite of unknown and contending factors that we but partly control, the men who resort to the Universities forge their life and culture largely with their own hands, just as illiterate multimillionaires, whose cases are sometimes flung at us, do. Handicapped in so many ways, the wonder should be not what the Universities fail to do, but what they have, inspite of their difficulties, been able to achieve. The more brilliant ones attract notice when fortune turns its searchlight on them. But there are thousands whose silent and unassuming work contributes none the less to progress. Is it fair to them or to the University that has given them the chance of moulding themselves, to ignore or belittle their work? Sceptics are always with us, have been and will be; but the attempt to create a misunderstanding with regard to our work because some of our graduates fail to get a grip of life or prove unworthy, is to say the least, ungenerous and short-sighted. And there is no better commentary on the situation than the fact that those who are most uncompromising in their criticism are just those who refuse to co-operate with us and scoff at our efforts towards practical reform. Such is the irony of the situation that criticism, often, takes the purely destructive form and while many would pull down, "few would engage in the glorious but thankless task of adding one more

brick to the edifice, built up with so much patience and sacrifice in the past."

Our Hopes

If we are obliged to revise the lofty ideals of the early pioneers, who when they had mounted the first few thousand feet, talked, with the zeal of new converts, of scaling the highest summit of the range, we sobered down by the passage of time and other toning influences, have our own hopes and aspirations. What we look for in the University to-day, is the gradual working out of our future on lines best suited to us, by a judicious blending of Western learning and positive sciences with the best elements of culture in our own traditional life and learning and the subtle synthetic philosophy of the East. The Universities should find this happy medium, by which without being dogmatic we can be insistent and without being unhinged we may be elastic. If we leave aside the morbid sentiments of those who cannot and will not see any good in the Universities, there is every ground for a robust confidence and a healthy optimism, particularly if we keep an open mind for all progressive change.

And the materials upon which we base such hopes and confidence are now visibly and tangibly before us. Let us rejoice in the good things of the hour; it is a very great and pleasing privilege to welcome those that have been just admitted to our degrees. As the future hope and mainstay of the country, in all reverence, I accord you all, the warmest and the most heartfelt welcome and I wish

you the best of good wishes. I fervently wish you god-speed in life's difficult work awaiting you. And as the most effective aid to the fulfilment of these good wishes, I collectively charge you again, ever in your life and conversation to be worthy of your degrees.

I realize that you who are animated by fresh hopes and ideas will have serious struggles in life and the world may not welcome you as well as it did your predecessors. Yet it is in these hard times of stress that you must strive more than ever by self-reliance and prayerful assiduity to overcome obstacles and to make your mark. Cultivate unceasingly the habit of being thoroughly and implicitly reliable in the smallest of life's humble details and this done, no one can bar the way to your ultimate success. I cannot too often and too strongly insist on this commonplace preparation for life's work, in whatever sphere.

Purge yourself of possessiveness if you would learn to serve ; but do not try to get into "a portrait of yourself as beautifully and admirably self-sacrificial." Aim high by all means and aspire. But be not ambition's slave. Enslave her rather, for

Asha daseekrita yena tena lokatrayam jitam

Let no temporary setback damp your enthusiasm. "Hold on and do your duty to the best of your ability, inspite of all disagreeable incidents that may arise. This is the right course and in the end it will meet with appreciation," is the pregnant advice of one of your sincerest well-wishers, your

late Chancellor, Lord Hardinge. Shun featureless thinking and let your beliefs be deep-rooted, so that you may not lose your balance and bearing by reason of a few initial disappointments. Let nothing intervene that would in the slightest degree be calculated to subvert the progress we have so far achieved—progress that is bound to lead us on with certainty towards the glorious destiny of our race, for which we have been striving during more than a century and half of benevolent British rule and which, so please God, will yet yield abundant and priceless fruition.

Though, in words oft quoted and very familiar, but little understood and applied in life, unfortunately now and again "made weak by time and fate," be you

"Strong in will
To strive, to seek, to find and not to yield."

The 1st March, 1918.

The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E.

Rector.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

We all of us, I am sure, regret the absence of the Chancellor. We wish that he could have been present with us to-day; but while regretting his absence, we know that it is unavoidable. We all know how every moment of his time and thought is at present devoted to the great task upon which he is engaged in collaboration with the Secretary of State. The good wishes of the University of which he is Chancellor go out to him; and we all of us offer a fervent, if silent, prayer that in all his thoughts and actions in connection with the great work upon which he is engaged, he may be guided by true wisdom and an unfailing understanding. He has communicated to me the following message which he desires me to read to you :—

"I much regret not being able to be present at this the last Convocation of Dr. Sarbadhikari's Vice-Chancellorship. Please convey to him and to the Senate an expression of my deep and continued interest in the welfare of the University and communicate to the recipients of Degrees my sincerest good wishes for their future careers as alumni of the University and citizens of India."

LADIES AND GENTLEMEN,

Let me take this opportunity of expressing to Dr. Sarbadhikari, the retiring Vice-Chancellor, an expression of our gratitude to him for the untiring zeal and the single-minded devotion with which he has discharged the heavy duties of his great office. That office is indeed no light one. For the proper discharge of its duties its holder must be prepared to sacrifice his time and his convenience. For four years Dr. Sarbadhikari has laboured with tact, with industry, and with a courteous dignity for the honour and the interests of the University. And I should be guilty of doing less than my duty, if I were to fail to convey to him, upon your behalf as well as upon my own, our grateful thanks.

To those who to-day have been admitted to the Degrees of the University, I have but a word or two to say. First, I would call your particular attention to the words of the solemn charge administered to you on being admitted to your Degree—"that ever in your life and conversation you show yourselves worthy" of the distinction conferred upon you. Those indeed are solemn words. They should serve to make this day for ever memorable in your lives. For they are designed to stamp upon your consciousness the knowledge that the years which you have been at college will have been ill-spent if, in addition to providing you with an education in the narrower sense of the word, namely, that of imparting knowledge, they have not at the same time left upon you the hall-mark of a gentleman. And when I use the word gentleman, I do so not in any narrow sense as having any reference to a man's

worldly wealth or social position, but in its broader meaning, as indicating a man of fine feeling, of chivalrous instincts, and of the strictest honour.

My only other words to you must be words of congratulation. I know the special difficulties which you have to contend with—the handicap, for example, imposed upon you in having to acquire all higher knowledge through the agency of a language which is not your own; and I admire the industry and the determination which enable you to rise superior to this formidable difficulty. I have had the pleasure of seeing many of you at your work; and now I have the added pleasure of being present to see you reap the reward of your labours. I hope that some at least of those who have been admitted to the Bachelor's Degree to-day and who in being so admitted have reached the threshold of those wider fields of knowledge which lie beyond, will pass on through the open gateway and secure that fuller measure of education for which the Degree of Master or Doctor is the crown. But whatever be the fate awaiting you, I, as your Rector, wish you well. As you journey forth into the greater world beyond the University, I say to you—God be with you. Be strong and of a good courage. Fear God and honour the King. Finally let me commend to each one of you, to be taken away with you when you leave this hall and used as a motto of help and encouragement in all your undertakings, the following words by an author whose name has momentarily escaped my memory:—"In the lexicon of youth which Fate reserves for a bright manhood, there is no such word as fail."

The 1st March, 1918.

The Hon'ble Dr. Devaprasad Sarvadhikary, Suriratna Vidyaratnakar, C.I.E., M.A., LL.D.

Vice-Chancellor.

MY LORD RECTOR, LADIES AND GENTLEMEN,

I rejoice to be able to welcome you once again to the Senate House.

Circumstances rendered it necessary during the last three years to depart from prevailing Convocation arrangements. Into the details of those circumstances it is unnecessary now to enter. We had been in hopes that suitable buildings on the market site, to the south of the Senate Hall, would, in time, enable us to solve the growing difficulty about seating accommodation on these ceremonial occasions, as well as in connection with our Examinations. The increasing requirements of our Post-graduate Classes, however, make the realization of those hopes nearly impossible, unless it is early decided that these classes are to be housed elsewhere. As a result of recent deliberations, it has been decided that the Convocation should continue to be held at the Senate House. In order to meet the number difficulty, which was one of our reasons for occasionally seeking the hospitality of the Town Hall, there will, henceforth, be more than one Convocation, presided over by the Chancellor, the Rector or the Vice-Chancellor, as the case may be.

THE CHANCELLOR AND THE RECTOR.

His Excellency the Chancellor is much concerned in our welfare. It was a great disappointment to us that His Excellency, who was here last December, was unable to preside at a Convocation, under the new arrangements, in which he has been good enough to take a personal interest.

His time here was, however, entirely taken up by the great Reform Schemes, that brought the Secretary of State to India, in person. The Schemes, upon which early pronouncement may be expected, will not be the least momentous of our Educational concerns—Educational in the higher and the broader sense; they must be of absorbing interest to all expectantly awaiting birth of a new ordering of things. The Right Hon'ble Mr. Montague is therefore doubly welcome in our midst. It must be a great satisfaction to us all that one of our Graduates and Fellows—Mr. Bhupendranath Bose—is among his trusted Councillors and is associated with him in this high mission. We wish him God-speed in the noble and arduous work, upon which the ordered progress of India and the strength of the Empire will depend.

It is a matter of gratification that His Excellency the Rector has, in spite of his manifold duties and engagements, agreed to come to the Convocation on two successive days. On your behalf and my own, I desire to assure His Excellency that this will be a great encouragement to our *alumni*. His Excellency's interest in educational matters is well known and is, by no means, confined to this

country; with regard to the Indian phase of the question, His Excellency had opportunity of studying its difficulties first-hand and on the spot, as a member of the Public Services Commission.

His Excellency, like our Chancellor, believes in the extreme and immediate necessity of raising the status of our teachers and professors, than which there can hardly be a more important Educational work for the present. It is fortunate, therefore, that the deliberations of the Commission are coming up before His Excellency, for consideration as an administrator and he has done all that is possible to collect correct and balanced opinion regarding the recommendations of the Commission and matters arising thereout, so that considered action by his Government may be made easy.

Our most agreeable duty this afternoon is to extend to His Excellency the Rector the most cordial welcome on the first occasion that he makes his appearance in our midst.

Let us hope that His Excellency's interest in our affairs will be unflagging, and that we shall be, every way, worthy of it.

As we gathered from the Chancellor's speech last year, the time cannot be far distant when the Governor of Bengal will be the Chancellor of this University, as in other Provinces. A closer *rapprochement* between the University and its Rector, who is its future Chancellor, must be fruitful of great good. The change foreshadowed will be momentous and will involve many another change of importance to precede it, as the Chancellor indicated, and many to follow.

WORK AND REDISTRIBUTION.

One necessary preliminary must be further territorial redistribution. One of the most important steps in this connection has just been taken. Orissa and Behar ceased to form part of our jurisdiction, since we met last.

On its creation, in October last in the middle of the sessions, it was suggested on behalf of the authorities of the Patna University that we should assist it by holding its examinations for the year, *pending completion of its own arrangements.* The Syndicate was prepared to make the necessary recommendations to the Senate. Later on, however, the Patna authorities discovered legal difficulties and their suggestion about holding their examinations, through us, was withdrawn. Recently they have asked us if we would admit their students to our M.A. Examinations. The Syndicate is giving all possible help in this direction. It must be gratifying to us all that the new University is in working order within a short time of its being called into existence. It has our best wishes and I am sure, we shall rejoice at its growing prosperity and usefulness.

Many a worthy and a capable worker has by this sudden severance been lost to us; and others, the inexorable hand of death has taken away.

BREACH IN OUR RANKS.

The breach in our ranks is, this year, unfortunately much more marked than in the past. We have lost from amongst our Honorary Fellows three

of the most prominent, who were also towering personalities in Indian society. The death of Sir Chandramadhab Ghose, late Officiating Chief Justice of Bengal, Babu Saradacharan Mitra, retired Judge of the High Court, Nawab Abdul Jabbar, late Presidency Magistrate, and Minister of Bhopal, caused a gap in our midst, hard indeed to fill up.

Sir Chandramadhab Ghosh began life as a Member of the Executive Service, passed through stages of varying importance as a Professor of Law, as a Vakil, as a Judge of the High Court and finally as its Officiating Chief Justice. His interest in University affairs was always keen and did not abate even in his retirement. He was for several years a Member of the Syndicate, and was President of the Faculty of Law from 1886 to 1889. His counsel was always moderate and sagacious and the impress of his work, abiding.

Babu Saradacharan Mitra was one of the most brilliant of the Alma Mater's sons, and his acute intellect and scholarly devotion commanded the respect of his early teachers, who foresaw and foretold a singularly successful academic career; and they proved no false prophets. His career as an advocate and as a judge was marked by breadth of views, stern independence and indomitable sense of justice. In his retirement he gave himself up to material advancement of his countrymen, for which he made great sacrifices. Social reform in some of its most important aspects, engaged Sir Chandramadhab's and Babu Saradacharan's unflagging attention and they succeeded in bringing about

noticeable changes. Babu Saradacharan Mitra's services to the cause of Vernacular literature, as President of the Sahitya Parishad and otherwise, were invaluable and sustained; and he worked hard for popularising the Devanagari Script as universal medium of cultured writing in India, in all its languages.

Nawab Abdul Jabbar was a man among men and his like is not to be found in abundance. As a judge, he always felt himself answerable to the Judge of judges and would not yield to his earthly rulers when justice, that was his duty to administer, was in any way at stake. His simple and saintly life, his stern rectitude and his fearless independence won him a very high place in Government and public esteem.

Such are the three men that we mourn among our Honorary Fellows.

It has been rarely our misfortune to lose within a short few months so many distinguished leaders of thought and action, whose place in society would long remain vacant. It would be difficult to think of three men, more conservative in ideas—conservative according to conventional notions—who did so much for progressive work and for the uplifting of their respective communities. Success as practitioners in law or as capable judges becomes almost negligible when compared to their predominating personal characteristics, though if they were nothing more than mere lawyers or judges, as the case might be, few would be more honoured or better remembered as such. All three were ardent and unfailing friends of education.

Each was identified with the social advancement of his respective community, as few others were. All three were unyielding in their independence, yet unsurpassable in courtesy, sweetness of temper and old world grace. Unflinching in their devotion to the best interests of the country, they were all singularly unobtrusive—unwilling by loud aggressiveness to call attention to their own merit and preferring to suffer by inattention, if attention could not be otherwise ensured.

Death has not been so busy among our Ordinary Fellows, but has taken away one of the best. Sir Pardey Lukis was Professor of Medicine and Principal of the Medical College of Bengal and Dean of the Faculty of Medicine. He made numerous friends in this Presidency by his devotion to duty, by his genial and gentlemanly qualities and by his high professional attainments. As the head of Medical Service later on, it was his privilege to assist in raising the status of his profession and in organising Medical work in Asiatic seats of War, that taxed his energies and powers to the uttermost. He died in harness and was a martyr to exacting duties. He whole-heartedly assisted those who succeeded in getting members of the independent Medical profession admitted into temporary Commissions in the Indian Medical Service. Direct Commissions to some of our *alumni*, as permanent members of that service was also due to his notable help. His share in the creation of the Belgachia Medical College and of the Bengal Ambulance Corps—two of the outstanding monuments of public activity in the field of Education in Bengal during

the last four years—was great. It would be hardly an exaggeration to say that but for his unflagging interest, both these movements would have immensely suffered.

The Belgachia Medical College is still in a state of formation as a whole. Its pile of buildings has yet to be added to, its staff and hospital increased and its apparatus and appliances have to be added to. It has, however, amply justified itself during the short period of its existence and more than fulfilled the expectations of its promoters. At the last year's examinations, its students fully maintained their place against competitors trained in the older and better equipped college and no one would have better rejoiced in its success than its prime sponsor, Sir Pardey Lukis, who against much and organised opposition, gave the scheme ungrudging support from the beginning.

In General Edwards, his successor, the Belgachia Medical College, has an exceedingly good friend and in regard to much that yet remains to be done, it is to be hoped that his good offices will never be wanting. The Bengal Ambulance Corps has been the forerunner of the Bengali Regiment, of the Calcutta University Corps and of the Bengal Light Horse. The latter two have just gone into camp and are spoken of well. We fervently pray that they may be a credit to the country and to the University; all who may justly take a pride in this great, though novel, educational work, must mourn the sudden and untimely death of Sir Pardey Lukis, who was so good a friend of the movement.

Sir John Woodroffe was appointed an Ordinary Fellow in 1904, but resigned in 1905. He was again appointed in 1906, and has resigned again. Although his active association with University work has ceased, his interest in Indian culture is genuine and high; his contribution towards the promotion and betterment of that culture has been most remarkable.

Professor Peake, who was a Member of the Faculties of Arts and Science since 1906, retired in 1917. He was for several years a Member of the Syndicate and did very useful work. A worthy coadjutor of high-souled men like Principal James and Professor Cunningham, his interest in student life was always great and his genial manners and sincere sympathy smoothed down many obstacles, without difficulty or noise.

Mr. Archbold, Principal of the Dacca College, who came from Aligarh to this Province, is a staunch and devoted educationist. He has gone back to the United Provinces, from which he came. His fearless criticism has been of much assistance to those who are not daunted by well meaning and responsible suggestions, but have the sense to profit by them.

Another such critic was Mr. Jackson, who has left our body to take up his work in the University of Patna, with several other colleagues, *viz.*, the Hon'ble Mr. Jennings, Rai Bhagawati Sahay Bahadur, Mr. Owston-Smith, Mr. Caldwell, Mr. Fawcus, Mr. D. N. Sen, Mr. N. N. Ray and Mr. Lambert. They all did good work in their way in this University, while they were with us and they

deserve well of us. We cordially wish them success in their new sphere of usefulness.

Mr. Owston-Smith is no longer at Patna. He has found a haven of academic rest, free from ever-changing administrative cares of a Principal and an Inspector of Schools, in a quiet but progressive Indian State, from where, let us hope, the results of his ripe scholarship and cautious research will be available to all India. Mysore, Travancore, Baroda, Indore and Jhalwarpattam will soon, under the auspices of their enlightened rulers, contend with British Indian seats of learning, for partial change, at least, of the intellectual centre of gravity. This would be no small a gain to Indian Scholarship as a whole. Mr. Owston-Smith, like his father, is a discerning benefactor of students, as his and his father's endowments at the Bankura College show. The loss of Bengal and Bihar will be the gain of the Holkar College.

CONTINUED GROWTH.

I have referred to our growing number and this would be an opportune moment to notice some of the features of the question. The number of candidates for our Degree Examinations last year was 6,568 against 5,773 of the previous year and against 33 of the year in which we began operations, *viz.*, 1858. The number of last year's success is 3,413. The number of applicants this year for the B.A. and the B.Sc. Examinations is 3,945, so far, as against last year's 4,326, in spite of the separation of Patna.

The establishment of the Patna University was expected by some to have an important bearing on our number question. 9 Colleges out of 55 and 112 Schools out of 780 have gone out of our jurisdiction by this severance; but the number of candidates for all the different examinations affected by the division is not yet quite apparent.

The number of Bihar and Orissa candidates at the last Matriculation Examination was 3,122, and the number at the Intermediate Examinations was 840. At the Bachelor of Arts Examination the number was 432 and at the Bachelor of Science Examination it was 27; at the Bachelor of Law Examinations it was 273, at the M.A. Examination it was 16: at the M.Sc. Examination there were no candidates. The number of the current year's applicants for our Matriculation Examination is 14,609 as against 16,088 for the last year, which means that though we have lost 3,122 Patna students, the Bengal number has increased by 1,479. The number of candidates for the Intermediate Examination in Arts and Science respectively are 5,655 and 1,510, so far, as against last year's 6,575 and 1,571 respectively, that is to say instead of losing 840 on account of the separation of Patna, we have made up the loss in Bengal and are short of the last year's figure by only 81. The figures for the Bachelor Examinations are not yet quite complete; but it is expected that the number lost by the separation of Bihar and Orissa will be nearly made up. There is, therefore, no justification for the hope—or apprehension as some may be inclined to

put it—that the recent severance will have any very important effect on our number.

The number of our graduates up to date, including those who are no longer in the land of the living, is 38,845. A large number of our graduates are drawn from the North-Western Provinces, the Punjab, the United Provinces, the Provinces of Bihar and Orissa, the Central Provinces and Ceylon, which at one time or another formed part of our jurisdiction, since the establishment of the University. The percentage of our graduates in the tract, still under our jurisdiction, would thus be really much less indeed than the "microscopic minority," spoken of by a great and much misunderstood Proconsul.

Having regard to the proportion of graduates in comparison to the number of the English-knowing population, it cannot be really urged, that the number seeking University Education is out of all proportion to those that receive Primary or Secondary Education. Even if that was the case the complaint would be ill grounded, for upon the volume as well as the quality of University Education, in all its phases, would depend the success of Primary and Secondary Education, as well as Industrial Education, when we are really ready to widen their scope. There is no occasion to say—there will not be, for a long while—that either through the University or through other educational channels, we are providing more high education, than is good for the people, the country or the Government. In our Schools and Colleges we employ a little army of ten

thousand teachers and professors and more are needed if the work is to be better done. Our workers have thus to grow in number and not to be diminished. Education, so long as it is reasonably sound, —though it may not be nearly perfect,—can never be too much, nor too widespread for any people or country. Whatever else we may do, attempts to reduce by forced and artificial means the number of aspirants for graduation, will certainly not be the correct or acceptable solution of the difficulty confronting us, and we must cast about for other and more effective remedies. This cannot be too often or too strongly emphasised. The natural and proper complaint against us for a while was that we were slow to avail of educational opportunities open to us. The complaint is now the other way.

Agency of Relief.

One natural solution of the problem would be an increase in the number of our colleges. Some effort towards this, though wholly inadequate to meet the growing requirements, are to be noticed. During the past four years, two new Arts Colleges, *viz.*, the South Suburban College and the Carmichael College at Rangpur came into existence. Affiliation of the Rajendra College, Faridpur, has also been recommended to the Government of India by the Senate. Professional colleges like the Earle Law College, Gauhati, and the Medical College at Belgachia came into existence during the same period.

Applications for affiliation of two new second grade colleges, one at Mymensingh, and the other

at Bagerhat in the District of Khulna, are also engaging our attention.

Considerable increase of affiliation in the existing colleges was effected during this period. The principal colleges thus affected, are:

St. Paul's C. M. College, Calcutta.
Daulatpur Hindu Academy.
M. C. College, Sylhet.
South Suburban College, Bhowanipur.
Medical College, Belgachia.
Jagannath College, Dacca.
B. M. College, Barisal.

Further increase in affiliation in additional subjects has been applied for by some of the colleges.

In considering why in spite of increasing demand there is not commensurate increase in the number of our colleges and in the accommodation in our existing institutions, the question of lack of means naturally suggests itself. It is to be borne in mind that, in organising new colleges or additional classes, it is not enough to have bare class accommodation and teaching facilities. Additional hostel accommodation and library facilities are also necessary, as well as increased teaching and supervising agency of the proper type. Want of these is apt to recoil on the situation and make increased class accommodation and even increased staff, ineffective. Colleges can no longer be a mere collection of class rooms, laboratories and libraries, even though the apology of a common room or playground be thrown in. They must be live corporate bodies, where the mind, the body and the soul will

be alike cultivated, and habits may be trained, manners formed and character built up. Progress must be all along the line and not merely at certain obvious and easy points.

The question of proper staffing, again, is by no means easy. In spite of the seeming largeness in the number of our graduates, the paucity of devoted and capable teachers is still noticeable as ever. Low pay,—and, one is sorry to have to add, the low status of our teachers in unintelligent but wide public estimation,—is still prevalent, and this helps in taking away most of our best graduates from the teaching to the more paying professions. For the supply of our teachers and professors, we have to look to the self-sacrificing few, who will not be tempted away by flesh-pots elsewhere or are unable to attain them. Our Post-graduate study system when placed on a surer basis and the slight encouragement that we are able to give to our research scholars—may help in easing the situation. And if the pay and prospects of teachers in Government Institutions be raised as a result of the recommendations of the Public Services Commission, a better state of things may be expected. The recent efforts to put Training Colleges on a better footing may also be a help in this direction. For some time past I have been insisting on a well thought-out scheme of Insurance and Provident Fund for our teachers and professors on a wide basis. This will make them, to a certain extent, free of care regarding their families, in case of breakdown of health or of death. So long as substantial increase of pay is impossible—this would be one of the ways,

if not the only way, of partially improving poor teachers' prospects. The co-operation of the Government and the University, as well as of private institutions, is essential. To be of any real good, the scheme will have to be compulsory. But as an experiment it may well be begun on voluntary basis. This will long be a very important educational question on the administrative side, of which it would be a mistake to lose sight.

SCHOOL AND COLLEGE WORK.

University Education has, in this country, been from the beginning, very closely connected with School Education, which it has built up, moulded and controlled, since its establishment. University Education, as here understood, cannot possibly prosper without School Education being also placed on a firm basis and on the requisite lines.

In this view, I drew attention last year to the necessity of improving not merely the pay, prospects and status of our teachers in the schools, but also of the condition of the buildings, on what may be called the co-operative principle. I regret that I have no progress to report in this direction. I referred to some of the aspects of the matter in Your Excellency's Legislative Council last year. The prevailing war conditions have been in the way of any forward step, though for the betterment of our teachers' position, a grant has been provided. I shall not reiterate what I urged last year, but by way of keeping the matter constantly before the

public mind, I would once more emphasise the necessity of improving school houses, as well as the status and pay of our teachers, irrespective of the authority that may ultimately control school education.

The Assam Administration has taken an important forward step by inaugurating schools with only the few upper classes, so that good schools may be run comparatively inexpensively and feeble feeder schools in the neighbourhood need not in every case enter into unhealthy competition for attainment of the Matriculation standard. If the scheme finds favour in this Province, the difficulty in the way of school management and control may, to a certain extent, disappear.

And in this connection I would draw attention to the necessity of assisting second grade colleges in mofussil towns, by way of promotion of steps towards removing student congestion in Calcutta. Such a step will also add to the importance of the mofussil educational centres and will assist in improving the connected schools. One difficulty in the way is that our Regulations forbid schools and college classes under the same management or in the same premises, for reasons that have hitherto been good. In special cases only, and a matter of concession, have we so far been able to allow institutions like the Midnapur College to have this dual character. The indulgence has not been abused and the existence of this and other secondary colleges has assisted in partially removing the tension. The views of the Government were at one time unaccountably against promotion of second

grade colleges and I remember the difficulty we had in getting sanction for the second grade college scheme at Bhowanipur. I urged then, as I urge again to-day, that it is better to have a second grade college than to have none; a good second grade college, if properly conducted, soon blossoms into a first grade Institution. This expectation has been realised in the case of the South Suburban College and if adverse influences are not at work, there is no reason why this should be an isolated instance of healthy development. I am glad to say that a change has recently come over the views of the Government about the matter.

Control of schools and second grade colleges must thus go hand in hand. If we can build up our Matriculation and Intermediate standards so as to fit our students for Indusrial and professional career in the cases in which they do not wish to proceed to the University course proper, a great practical reform will have been achieved and considerable avoidable waste of materials will have been avoided.

Learning and Earning.

We are anxious about the expansion and strengthening of our schools and colleges and their buildings and staffs and other connected machinery, in order that there may be no set-back in the quality or quantity of their outturn. The country needs all, of the proper type, that can be turned out and more. We must at the same time as anxiously consider how to utilise our educational

output to the best purpose and prevent the possibility or even semblance of waste, which some ascribe to our methods. The question can no longer be shirked and we have to face the problem.

Those that are not fit for University Education or have no real call or desire for it, need, undoubtedly, not crowd our doors, because of adventitious circumstances and be a drag on our higher work; any proper means that can be devised to meet the situation ought to be welcome. But whether in the University stage or before or after it, none that takes to Education in any shape, ought to have reason to regret it or give others the cause for regret. Education to-day is not the same as it was understood in Ancient India. Association of brick and mortar and books and paper and appliances and apparatus now loom large in connection with it, which was not necessarily the case of old. But we have to view education as a whole; and we have to march with the times and to adapt ourselves to them as far as possible. And in the course of this march the bread-winning problem makes itself acute in the academic path, as in other walks of life.

Earning and learning cannot, therefore, be indefinitely separated under modern conditions, at all points. They need not be, as I urged last year and as I plead again.

Many years ago Vice-Chancellor Wilson, at whose hands it was my privilege to receive, what it is my greater privilege to hand you to-day, complained, of the threatened mercenary character of our education. And he emphasised that if the

prospects of our young graduates were even much gloomier than they were, it would not follow that the University system was in any degree a failure. He reminded graduates that if they had not a University education, they would have to face the same struggle for existence, with this difference, that they would have been less able to understand its true nature and causes and be less fitted to bear their part in the battle of life.

He might have added that the very large residue in the country who are guilty of no Education—University or otherwise, suffered from the acuteness of the same economic causes, though there was not the same solicitude about them on the part of those that deprecate too much education without providing for commensurate employment. This solicitude is more than maternal, and therein it carries its own comment.

Since then, things have changed fast, a deal for the better and also a deal for the worse; but the pregnant truth uttered on that occasion, still rings in my ears and the essential element underlying it, must always hold good. The ideal that the Vice-Chancellor set up was pre-eminently Hindu and obtains to-day, as it did on that day and as it did before. If, however, impact with material thoughts and ideas has caused the disturbance from which we suffer, a rearrangement of ideas in some of the strata affected, is inevitable. We have been obliged to accept the position. But, it is remarkable that even hereditary apostles of material advancement, now deprecate the undue emphasising of the practical side of education and seek to discredit vocational

instruction, after setting it aloft, for their own reasons on a high pedestal, for ages and condemning us for not falling in with their views. Be that as it may, we are entitled to pause and ask, unwilling as we traditionally are to turn learning into baser purposes, "Have we the right to do otherwise than the world is doing?" Have we the right to be left back in the race of material progress to the prejudice of the country?

Methods, but not the root ideals, have, therefore to undergo a considerable change. A question of this importance would have many phases, and they will engage, as I am sure they are engaging, the anxious consideration of all interested in the future of our educational advancement and the future of the country. For the moment, I shall refer to one or two of the most important practical aspects of the question, which has long engaged our attention. I refer to the question of Agricultural, Technological and Commercial education, deliberations about which are entering in this University, upon their final stage.

INDUSTRIAL EDUCATION.

The question of Commercial Education was referred, more than two years ago, to bodies like the Bengal Chamber of Commerce, the National Chamber of Commerce, the Marwari Chamber of Commerce, the Trades Association, the British Indian Association, and a large number of individuals and societies interested in the question. Some important opinions were obtained on the occasion

and since. As pointed questions have been raised, unnecessarily confusing the issues, it is of importance to refer to some of these opinions in detail.

Sir Francis Stewart wrote :—"I think that if the University authorities can devise a practical and popular method of tackling it, the gain to the Indian community would be great. The great excess of students now taking Arts, Law or Medicine would doubtless be reduced."

Sir Edward Hugh Bray wrote in August, 1916 :—"The proposals and draft regulations and course of study seem to me suitable as far as I am able to express an opinion. No suggestions occur to me at the moment; should they do so on further consideration, I will not fail to advise you."

Sir Rajendranath Mookerji, now raised, we are glad to note, to the Presidentship of the Industrial Commission, wrote :—"I am certainly of opinion that it is very desirable that a College of Commerce should be started in Bengal and as the question of the industrial development of the country is at present receiving special attention, now would appear to be an opportune time for its inauguration, if the financial difficulties can be overcome."

The Hon'ble Raja Hrishikesh Laha wrote :—"The establishment of a Faculty of Commerce is absolutely necessary; but in my opinion there should also be no delay in regard to the establishment of Faculties of Industry and Agriculture."

Sir George Barnes, speaking before the Bengal National Chamber of Commerce, on the 28th July, 1916, said :—"At present the educated young men of this country seem to seek employment almost

exclusively in Government service, at the Bar, or journalism, and these three channels of employment do not give sufficient scope for the young men of this country. I should like to see a large part of the stream turned in the direction of Commerce and Industry."

The Hon'ble Mr. Eden, Master of the Trades Association, in September, 1916, said, "The question of the provision of facilities for Commercial Education by the Universities is one with which I am in full sympathy."

The Trades Association, under a later Master, has recently written, expressing sympathy with, and approval of, our proposals.

The Marwari Chamber of Commerce and the Bengal National Chamber of Commerce have also expressed similar sympathy and approval.

Sir Daniel Hamilton has described the proposed University Scheme for the development of Agriculture, Technology and Commerce, as "most excellent."

COMMERCE.

After receipt of the opinion of such as responded to our appeal, the question was brought up last year before the Senate. The Senate after approving of the principles of the scheme in general and adding Technology and Agriculture to the list of subjects to be treated, appointed a Committee, which considered the details, in consultation with heads of colleges and departments concerned, as far as possible. When the report of the Committee came

up before the Senate, the Senate accepted the principle that Agricultural, Technological and Commercial education should be taken in hand by the University and requested the Syndicate to communicate with the Faculties of Arts and Science. Their views, regarding the details prepared by the Committee, were in due course obtained. The recommendations of the Joint Faculties of Arts and Science, which endorsed the report of the Committee, came up before the Senate early last January and the Senate by way of greater caution, again referred the matter to expert bodies and individuals with a view of obtaining further opinion. Another Committee of the Senate was appointed to scrutinise the question again in detail and to draft regulations on the lines of the Report of the previous Committee. Many opinions have been received and some are still awaited; and further opinions have been called for.

In the meantime, the first mentioned Committee and the Faculties of Science and Arts are of opinion that for the present, no separate Faculties in Commerce, Agriculture and Technology need be appointed, but schemes should be framed in these subjects, in the existing Faculties of Science and Arts. There may be difference of opinion regarding details or even with regard to question of principles. But it would be impossible to say that the Senate, the Faculties and the Committee have disregarded any opinions or neglected to ask for them. The question had been taken up long before the appointment of the University Commission was even

announced. The matter was pressed before the appointment of the Commission, because the Industrial Commission, which was supposed to go into it, does not seem to have done so fully. The country can take no further unnecessary risks of delay in the matter. No harm can come if there is difference of opinion later. That can be easily settled and mistaken notions of prestige need not be brought in. The Senate was anxious to collect opinion and formulate schemes for the use of the Commission or the Government before which the recommendations of the Senate must go and that might have the ultimate handling of the question. It could not—nobody can—think of propounding a scheme, perfect at all points and with full financial and academic provision made. No scheme could be taken up, none has yet been taken up, that could be perfect at all points and for all time; or else the University Commission itself or its predecessors need never have been appointed It is unfortunate and embarrassing that the name of the Commission has been gratuitously brought into the controversy round the question, for it is likely to operate as a matter of prejudice on either side, though none should be permitted. Feeling has been unaccountably roused against our efforts. This must be due to some regrettable misunderstanding. The suggestion that the University has been trying to rush the scheme at the last moment and is not concerning itself with the wishes and advice of those, who alone can effectively help it and its *alumni*, is thus absolutely baseless.

Though for intelligible reasons, opinion to the contrary is finding favour in some quarters, the

necessity of providing vocational education for our young men crowding the portals of the University, cannot be denied and our duty in the matter is clear. It might possibly have not been as clear if there was doubt regarding available fields, means and avenues. Long-standing prejudices against manual work among the educated classes, have, happily for the country, been fast disappearing of late and every one feels that new occupation must be discovered, if education and all that it stands for are not to be discredited. Only the other day in one of our most important district towns—Midnapur—there was a phenomenal demonstration, destined to live in history. High class Indian officers of Government and high caste men assembled in large numbers and in full view of slackers of narrow conceptions, handled the plough, in protest against the prejudice of caste people about agricultural vocation. The demonstration will be repeated till the lesson has told. All glory to these brave pioneers, who will persist, let us hope, till that old dragon of long-rooted prejudice is killed. In some of our districts numerous small landowners, belonging to the higher castes, starve, as they are not able to employ labour,—rather than touch the plough. Will not our enthusiastic pioneers be better able to save these luckless men from themselves, when they are even partially grounded in training?

There can be little doubt about the great possibilities of commercial training. It was authoritatively stated at a recent prize distribution of the Calcutta Commercial Institute, presided over by the Hon'ble Sir Hugh Bray, that such training as the

Institution could impart was already in great demand in commercial circles and that all that were trained or partly trained by the Institution, readily found lucrative appointments. Many who did not wait for completing their training, found no difficulty in securing employment, though they and their employers would be all the better for completion of the training. The rapid and ready way in which these men are taken up, is a significant comment on the situation and shows that when proper, or at least sufficient, training is forthcoming, the men are not likely to be idle.

Sir Hugh Bray observed in this connection :—

"I hear from your Principal to-day what a strong demand there is for students trained in the Institute, a demand so strong that it tempts students away before they have completed their courses and obtained their pass certificates. You could hardly have a finer testimonial or better advertisement than that; at the same time it has this disadvantage that students go from here less highly trained than they might and I hope in the future that a better proportion of students who enter the Institute will stay on until they obtain their pass certificates and that the stay will pay them."

If the quality of training was improved and if a sufficient number could be turned out, sensible businessmen would not be so far prejudiced against locally trained men, who proved themselves worthy, as to invest in more expensive assistants from abroad, who might be equally or less worthy of their patronage. In support of the higher and more

methodical training, such as we have in mind, eloquent reasoning has been furnished in a quarter, in which, for some incomprehensible reason, present *University inaction would be preferable.* We are, *with great force, told :—*

"European employers find it necessary to bring out in increasing numbers European assistants. They do not follow this policy merely out of patriotic zeal. In business even patriotism takes a secondary place, and it is obvious that if European firms could find competent assistants in India they would gladly avail themselves of the local supply. The importation of European assistants is expensive and also hazardous. If a young man brought from England does not shape well out here, if he takes to drink or becomes an incorrigible debtor, or if his health breaks down, he has to be sent Home and another experiment has to be made. For some time, moreover, even those assistants who prove satisfactory are of little use since they have to adapt themselves to new conditions and perhaps acquire a rudimentary knowledge of some Indian language. Indian assistants, on the other hand, could be secured without a heavy outlay on passage money. They know the languages which are required, and they are familiar with Indian usages which the European has to learn. Yet, for all this, European firms find it profitable to import European assistants, and young Indians miss a chance of rising to well-paid posts. If the proposed Faculty of Commerce could place the Indian on the same footing as the European and eliminate the disqualifications—whatever they may be—which stand in the way of the

Indian it would render a signal service to able young Indians and British commerce."

This avenue of employment might, for many, be good enough and the possibility of its being opened up would, in itself, induce the most inert to move inspite of interested, but ill-advised, opposition. But in trying to complete the scheme, I am not thinking only of assistants in commercial houses, but of men, who, in time, will be able to establish commercial houses themselves and take their proper place in the world of commerce.

Agriculture and Co-operation.

With regard to Agriculture, which was not one of our original objectives, the field is decidedly much larger and the opportunities of employment are many more. Enlightened and public-spirited landholders have already expressed approval of our scheme. Capable and large-hearted businessman like Sir Daniel Hamilton, doubly interested in improved agricultural outlook of the country, have assured me of the feasibility of our scheme, and of their determination to help us. And responsible authorities in charge of institutions like those at Sabour and Poona, as well as the Agricultural Advisor of the Government of India, have expressed their general approval of the scheme, though some of them press that the time that we propose to devote to training, may profitably be reduced by one year. We are anxious that the training should be thorough; but if the training can be reasonably reduced, I am sure those entrusted with the carrying

out of the details of the scheme, will not hesitate to avail themselves of the advice.

And in this connexion one may profitably refer to the vast possibilities of the co-operative movement that the Government has now taken up in right earnest. In the fields of commerce, agriculture, as well as technology, they would be alike helpful. And students can avail themselves of the principles of the movement in their every-day life and help in reducing their own educational expenditure as well as the expenditure of their households.

The co-operative movement is becoming a great living power in India. The Oxford University has taken up the study of co-operation and students there run a co-operative society with the object of getting a practical understanding of the movement and at the same time economising their personal expenditure. You will be glad to hear that our soldier graduates are already attempting something like this on a small scale in their camp in the Maidan. Calcutta students ought to be induced to start a similar movement with the same double object and friends of the movement like Sir Daniel Hamilton would be glad to give it a start. If things are properly organised, it would not be too much to expect that the students might run the entire operation, from the cultivating to the consuming of their own rice, on co-operative lines. Sir Daniel Hamilton assures me that rice can be produced from Re. 1-8 to Rs. 2 per maund. Why, therefore, should the consumer pay Rs. 5 for it? These are practical questions, the study of which would bring the student into close touch with the daily life of the

people and fit them for being their real and responsible leaders. Their forbears used to be in such touch and they have lost it and have suffered. We must once again, fit ourselves for that communal life which was our strength one day, which we learnt to neglect and ultimately condemn because Europe did not understand it. Under a terrific stress Europe is learning back this great lesson and is discontinuing extravagance. We all hear now of the necessity of less food and less dress, of the need of growing food where flower grows, and giving up of palaces for hospitals. Central kitchens and more personal attention to the rearing up of children are also finding favour. Whether all this lesson will be forgotten with the advent of Peace or not no one can tell. Let us however retain the jewel; now that it has been assayed in the school of adversity and found true.

Sir Daniel Hamilton would be glad to place rent-free land at the disposal of any University organisation that may be agreed on and might also assist in building simple but suitable houses for students residing on his land. In this way both agricultural and co-operative movements might go hand in hand. Sir Daniel Hamilton offered last year six prizes for the best papers on the "Development of Indian Unity and Nationality by the Co-operative Movement." I am sorry that all the theses have not come up to the requisite standard. The subject is new and important and requires careful working up. I have no doubt that as Sir Daniel proposes to continue his benefaction, better results may be expected next year. The Examiners—

Messrs. W. R. Gourlay and Jaminimohan Mitter—late Registrars of the Co-operative Department, who really built it up—and myself have been unable to award all the six prizes. We recommend only four prizes; they have been earned by Babus Bijaybihari Mukerjee, Narayanchandra Ganguli, Prabhaschandra Pathak and Ambikacharan Banerjee.

By way of giving prominence to Sir Daniel Hamilton's commendable benefaction, as also of encouraging workers in the field, these prizes will be presented in open Convocation to-morrow.

TECHNOLOGY.

I come now to our technological scheme, which is the last on our list, as it is beset with more difficulties than the schemes of commerce and agriculture. For completion of the scheme, even with our present resources, we shall have to wait till the war is over; but a good beginning would be possible in some small departments, such as our committee have advised. Availing of the facilities that our existing arrangements for teaching may afford, we can make the beginning with some assurance. As the beginning will be small, there may not be much difficulty in providing for the requisite apprenticeship in those of our works, like the Bengal Pharmaceutical Works, the sister Antiseptic Dressings Company and the National Tannery, where Indian enterprise is slowly beginning to get a footing. Firms and factories under Europen management may not be slow in extending their assistance to us, if the theoretical portion of our teaching is sound

and if the qualities of our taught are apparently acceptable.

Those who still contend that the control of technical instruction can be left to unguided exertion, would do well to pay some attention to the recommendations of the Royal Commission of Technical Education, which sat in England from 1880-84. As a result of these recommendations, the Technical Instruction Act of 1889 was passed by the British Legislature, inspite of prevailing obtuseness, allowing county boroughs and sanitary authorities to supply technical or manual instruction and authorising the imposition of special rates for financing the scheme. In 1890, the Local Taxation Act placed further financial assistance at the disposal of the authorities in the shape of customs and excise duties. The result was that by 1898, 46 out of the total number of 61 county boroughs, were maintaining technical institutions. 32 of these boroughs had established new schools, 21 expended altogether £85,356 on sites. The total cost of building and equipment was £1,173,496. 30 counties had erected 150 schools, involving a total sum of £786,915. Before 1890 the Department had only £5,000 to devote annually to technical education. In the following year the Excise and Customs duties came to its help. In 1900-01 it amounted to nearly nine hundred thousand pounds. The sum raised from local rates amounted to over one hundred thousand pounds. In ten years' time there was a rise from five thousand to one million pounds, in the sum to be allotted annually for the help of technical education. Forty thousand pounds were spent in

scholarships alone in 1898. There have been later changes; but it will be unnecessary for our present purpose to go into them.

We are often reminded of exceptionally brilliant successes, not through the door of academic training, but through the orthodox channel of factory, firm, and workshop training. If logic of this description was applied to our arts and science studies, the case for stringent academic training and percentage rules would be very much weakened indeed and attendance in our classes and laboratories would be difficult to insist upon. So long as the area of requirements is circumscribed, possibly the existing machinery might be sufficient. But when the area expands, money-making concerns that cannot yet expect enough outturn from the indentured apprentice, cannot be expected to cope with the situation. Disinterested educational institutions must, therefore, largely supplement their efforts. This is so even in western countries where the machinery of private firms and factories for instructional purposes is much more plentiful than would be here for many years and where some of the considerations that unfortunately prevail here, would never arise. Even in these western countries they are obliged with reluctance to think well of agricultural, commercial and technological institutes which have outlived inherited prejudices and the outturn of which are now proving more and more satisfactory every day. It is notorious that, when these institutions were started in western countries, the same class of objections were urged with more or less effect. But they did not ultimately prevail, and sacred seats of

exclusive learning like Cambridge and Oxford have been obliged to add useful modern sides, that has saved the situation. The later Universities have such sides as their predominant features and with the best of results. Sir Henry Maine's reference to our degrees as "visible and tangible rewards of intellectual ability" may be borne in mind in this connection.

Those trained at these institutions were for a time looked upon with disfavour by businessmen; they had no initial liking for the college-trained farm hand or factory hand, because it was apprehended that he would not be prepared to begin at the lowest rung of the ladder. The errors on both sides, however, were soon corrected and mutual good understanding did not take long to come. General training and culture of the college-trained young men, gives some advantage over the uneducated or ill-educated operative, and the objections against them, that one used to hear in Great Britain ten or fifteen years ago or even later, have now disappeared.

Our mills, docks, railways, factories and workshops are daily on the increase. Under the new condition Bengal may soon become a great shipbuilding province and building of Textile Machinery may soon be taken up here. When the war is over and facilities for industrial expansion are multiplied, the increase will be still more marked. Why should we not take time by the forelock and secure an effective opening for our young men, who would be no worse for their University education? That

a change in feelings and sentiments has come over us, is unquestionable and the right thing is to take advantage of this and help in augmenting the material resources of the country and demonstrate to our critics that education is not necessarily a handicap in earning a livelihood; nor is the earning of livelihood the sole goal of education.

When demands for education increase and are met, as they must be, professions and the services cannot afford adequate opening for all. Education has undoubtedly a value of its own; but it does not follow that the educated must starve and be miserable and discredit education. Do not live to eat, says our sage, but eat to live. If the services and the professions are overcrowded, other openings have to be found. We have land and forests and water power and wind power and raw material in abundance, we have labour, we have the market, and when honest and skilful supervision is guaranteed, ensuring commercial integrity the high value, of which Your Excellency emphasised at the opening of the Royal Exchange Buildings the other day, scanty and shy as capital is in the country, it may be coaxed. I am aware of no business venture honestly carried on and on sound lines, that has not more than paid its way. What our young men have done in law, medicine, engineering, teaching and the various services, they cannot be long prevented from doing in commerce, agriculture and technology, if fair play is permitted;—no, nor in the defence of the sovereign and the Empire, for which the door has just been opened.

A Dark Chapter.

When a new era is thus dawning it is distressing to have distractions and set-backs specially if they happen to recoil upon us as a people or as an organisation.

While we should do all we can to keep up the quality, as well as the volume of our educational work and to see that, so far as possible, avenues of profitable and honorable employment should in their and our interest, be available to those that came under our influences, our ideals must never be lowered. Even passing clouds must not be allowed to cast their shadows on them. We cannot be too careful of our reputation at every point and in this, all whom we have to deal with, must help us wholeheartedly. They do so ordinarily; or our work would be impossible and our position would be intolerable. But the strength of a chain is that of its weakest link and now and again for reasons that we cannot fathom, it snaps without warning and causes worse than trouble. Unfortunately for us, our work during the last twelve months was overcast by one of these dark and ominous shadows, a reference to which, however unpleasant, is unavoidable.

To our abiding regret, serious obstacles were repeatedly thrown in the way of our examinations last year by evil-designed persons, bent upon bringing discredit on law and order generally and on the work of the University executive in particular. To our still greater regret, in spite of the assistance of the civil authorities and prolonged investigations by

two of our own Committees of Enquiry, the evil-doers have not been traced and brought to book. The Committees were appointed many months ago, but have not yet finished their labours, nor made their reports. We are not without hopes, however, that the offenders will yet be discovered or at least sufficiently indicated, if not actually identified.

Everything pointed to a widespread and well-organised conspiracy and deeply laid design by persons endowed with information and funds, and determined, for reasons of their own, to paralyse University work. It seems to be, however, fairly clear that the organisation was not and could not be in the interest of candidates at the examinations, for not only were they not and could not be benefited in any way, but they were subjected to cruel, though unavoidable, sufferings. Thanks to the co-operation of the Government of India, of the Government of Bengal and of His Excellency the Rector in person, we ultimately succeeded in surmounting the difficulties but at a considerable sacrifice of money, energies and time. Thanks also to the unostentatious liberality of gentlemen who were approached, the pecuniary sufferings of the poorer students that were brought to notice, were, as far as possible, alleviated.* The candidates had to go through the ordeal thrice and they did so with quiet fortitude and manly patience deserving of high commendation. Their teachers and guardians, also, loyally co-operated, as did our paper-setters, examiners, superintendents of examinations and members of the Senate. To them all, our thanks are pre-eminently due. Our thanks are equally due

to Messrs. Biss and Girischandra Mookerjee, Members of the Senate, who whole-heartedly assisted in the conduct of the third examination. As the result of a preliminary recommendation of one of our Committees of Enquiry, the Senate has appointed a tried and worthy public servant, Rai Abinaschandra Bose, Bahadur, as Controller of Examinations and he is now in charge.

Your Excellency was pleased to observe regarding this trying ordeal, at a public meeting, in the following terms :

"It is a matter of profound regret to myself that these early days of my official connection with your University should have been darkened by an unfortunate mishap in connection with your examination, and I venture to offer by heartfelt sympathy to all those who have been affected by the misfortune, to the authorities of the University who have been the victims of the baneful activities of some mischievous person or persons, whose sinister object has been to cast discredit upon the University, and to the students and applicants for admission to the University who have been put to much trouble and much inconvenience, and possibly considerable expense in having to attend a whole series of examinations. Gentlemen, I can assure you that I have done all that lies in my power in coming to the assistance of the University in their misfortunes. I personally summoned the acting Commissioner of Police and ordered him to do what he could to render assistance, if possible, in detecting the author of this outrage, and I have also put at the disposal of the Senate an experienced and able officer of the

Government to assist the University authorities in grappling with the tremendous amount of additional work which has necessarily been thrown on their shoulders. At the same time I would like to bear witness to the courage and assiduity with which the Vice-Chancellor and the Syndicate have grappled with the unprecedented situation, and with the consideration which they have shown to all those who have been affected by the misfortune.

It was my pleasure only a short time ago to forward to the Vice-Chancellor a petition which I received from various Mahomedan students pointing out the inconvenience and hardship which they would suffer if the postponed examination were to take place during the period of the *Ramzan* or the *Id*, which immediately succeeds it, and received an immediate and courteous reply from the Vice-Chancellor saying that arrangements had been made to meet the convenience of these gentlemen."

My colleagues on the Syndicate and I are deeply grateful to Your Excellency for your appreciation of our difficulties and for your help. We are having Your Excellency's cordial help and counsel this year also, for owing to prevalence of the last year's conditions, it has unfortunately been necessary to postpone some of the examinations for a short time. Such disarrangement though seemingly slight, always affects the whole fabric and specially recoils on student activities. In the abnormal conditions, however, to which we are now subjected, this is unavoidable.

There is one feature of this unfortunate event which it is impossible to view, without deep distress

and some sense of humiliation. Though for reasons that I have indicated, the leakage cannot well be conceived to have been engineered in the candidates' interest, some of them and their teachers seem to have lent themselves to this propaganda of mischief and evil, in the foolish hope of benefiting in some unconceived way. Cases were reported in which tutors, that belong, let us hope, to no school or responsible institutions—instead of communicating immediately with the authorities, duplicated and helped in circulating the stolen questions and organised hurried coaching classes, with closed doors, to profit by the leakage. It is distressing to have to contemplate that any tutors or pupils should have sought, if not to traffic in, at least to profit by wretched contraband like this. That they could not possibly profit by it and should, therefore, be not reckoned answerable, except as playful miscreants, cannot for a moment be accepted. One may as well try to console oneself with the contemplation of similar, though smaller leakages that may have taken place in Indian or even European and American Universities. It would be a pitiful consolation, indeed, for one crime would not explain—and far less justify—another.

RESCUE.

It strikes me, therefore, that a very strong and clear public opinion, in condemnation of situations like this has to be formed among our students, in their own and the community's interest. They and their guardians—many of them very poor—suffer

most when a thing like this happens or when there is some more serious offence against law and order. Nothing that they can do to stop repetition of such scandals and to bring to justice those, through whom their own and their University's good name might be in peril, should be spared.

You who have been admitted to your degrees to-day, are no doubt preparing to take part in important social service, in some form or another. True manhood would require your giving your most in your country's cause and showing your best to the uttermost advantage. Formation and strengthening of a high tone and healthy public opinion among yourselves, practical and effective condemnation, all along the line, of low grade and unworthy conduct of all kind, should not be the least important of your efforts, towards sufficient discharge of social and civic duties with which you will no doubt charge yourself to-day on the threshold of your career.

ORGANISATION OF ASSETS.

Organising and husbanding of the assets of your people, high or humble, must be your next objective. In spite of appearances there is much good and possibility of good strewn about on all sides and it is the master organiser's hand that is needed to bring them together and make the best of them, as the Munitions Board in India is doing in another direction. Supremacy of organisation reigns not alone in war or economics. It shapes intellectual, moral and physical materials as well, which, for lack of appreciation, run into waste. There can be no

greater national crime than to permit or encourage preventible waste of this description. In assisting in prevention of this waste, you will be doing yourselves and your people untold good.

Fretful and captious denial notwithstanding, nation-building on a large scale and on unfamiliar lines has been proceeding apace and it would be a blunder not to take note of it, nurse it, and turn it to the best purpose. In this great work your place is assured, whether your critics wish it or not. Strive you then to be worthy of it and to win and retain a fitting place in the march. When everything is in the crucible and the result not uncertain, the artificer has to be ready with his mould and not let things be misshapen. He cannot afford to lose a particle of the molten wealth that may be turned to good. He has, therefore, to be fully trained and patient and prayerful and alert.

We are on the eve of participating in responsible Government, according to the pronouncement of a responsible minister of the Crown, in Parliament. Take then earnest and immediate lessons in the stiff School of Responsibility and be not wanting, even in the minutest of details, when the clarion call comes. When you go out to the world, solemnly charged with the duty of ever in your life and conversation proving yourself worthy of the high honour conferred upon you to-day by your Alma Mater, you will go forth as noble Knights of old, who live in our own and in foreign history, equipped for and bent upon fighting evil, disorder and distress in all shapes and guises. Let determination and organisation, such as I indicate, be your constant watch word.

And as our chosen and accredited champions and missionaries, may this objective engage your most earnest and careful attention. Let yours be the earnest and never-failing care to keep burning the beacon light, unquenchable and clear. Your University and your community will be constantly on their trial in your person. They will be watched keenly and critically. Let us hope that, now and again, they may be watched kindly also. All the good that you can do, will redound to their credit, while the slightest of your and your fellows' defaults, will recoil with tremendous force upon them. With new aspirations and new ideals abroad, there will, necessarily, be new responsibilities, new complications and new criticism. There will also be new opposition towards your attempts to achieve the position in life, which is properly yours and at which you rightfully aim. Thus, in your case, will there be much greater stress and difficulty confronting you than in the case of those that have gone before you. Do not allow them to overcome you, but make steady and effective use of the potent charm with which I have endowed you to-day. Cynical sneer will not hurt its virtues or lower its efficacy. If you yourself know, maintain and insist on its value and you will, in the forceful and felicitous words of His Excellency the Rector, be never perturbed by a threat or withered by a frown. May God's blessing and grace rest on your exertions, for you can

"Do no more than your best
And than your uttermost try."

The 2nd March, 1918.

The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E.

Rector.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

My first words must be words of congratulation to those gallant sons of the University who have responded to the call of King and Empire, and are now undergoing a term of military training. We are all glad to see them here to-day, and we offer them our congratulations not only upon the smartness of their bearing, but also upon the spirit of patriotism which prompted them to respond so readily to the call. It is a proud day for the University to see her sons ranged up for the receipt of their degrees clad in the uniform of the King.

At Convocation yesterday, I read to those who were assembled, message from our Chancellor. It runs as follows :

> "I much regret not being able to be present at this the last Convocation of Dr. Sarbadhikari's Vice-Chancellorship. Please convey to him and to the Senate an expression of my deep and continued interest in the welfare of the University and communicate to the recipients of

degrees my sincerest good wishes for their future careers as alumni of the University and citizens of India.

We are grateful to him for his message, and we only wish that he could have been with us. But we know how onerous are the duties which prevent him from responding to our wish.

Yesterday I had the pleasure of congratulating a very large number of students upon having been admitted to the Degrees of Bachelor of Arts and of Science. I expressed the hope that some of them, at least, would not halt at the Bachelor's Degree, but would persevere with their studies until their labours were crowned with the Degrees of Master of Arts and Doctor of Science. To-day I have the pleasure of commending many for having followed that course and of congratulating them upon the success which has attended their labours. Let me now point out to them in their turn that they have reached a stage on the road to knowledge when the fascinating field for original work and research, with its ever-expanding horizon, lies invitingly before them. They are now equipped for carrying out the supreme duty of a University, namely, that of adding to the sum total of human knowledge. Facilities for original research work are gradually coming into being in this country. The University owes much in this respect to generous and public-spirited men, such as Sir Tarak Nath Palit and Sir Rash Behary Ghose—to name only two of its Patrons, and side by side with the University we already see the great search after knowledge being prosecuted by private individuals. I am proud to think that so admirable

an example in this respect is being set by a son of Bengal. I refer, of course, to the action of Sir J. C. Bose in devoting unreservedly his life and fortune to this supreme object. In founding the Bose Institute he has done a service to Bengal—and not only to Bengal, perhaps, but also to humanity at large; for truth knows no boundaries of race or clime; the quest of truth is not the prerogative of this people or of that, but is the privilege of all mankind. The University may well extend a hand of welcome to all enterprises of this kind.

Gentlemen, it may not be inappropriate if I take this occasion to touch briefly upon one or two aspects of the general problem of education in this country as they have struck me at first sight. First impressions may be superficial; they are based in all probability upon somewhat meagre data; nevertheless they do possess a value peculiarly their own. They easily lose their freshness; they are modified by closer acquaintance with the subject, and they become marred and blunted by familiarity. If they are not given expression to at the time when they are formed, they are prone to fade from sight and to pass unnoticed into the dusty limbo of past and forgotten things. Let me then give expression to one or two of them while there is yet time. I have no wish to stand for more than a few minutes between you and the Vice-Chancellor, and I will touch only upon two aspects of the educational system—the two which have, perhaps, made the most marked impression upon me. The first fundamental fact that stares one in the face is that in India all higher education is imparted in a language which is not the

student's mother-tongue. I am not going to enter into the well-worn controversy as to whether University teaching should be in the vernacular or in English; so far as that goes, I take things as I find them; and assuming that the medium for imparting Western learning must be the English language, I made early enquiries as to what steps were taken to give the Indian boy a sound working knowledge of the English tongue. The general tenour of the replies which I received to my enquiries was that English is the worst taught subject in our secondary schools. I have found, indeed, a disconcerting consensus of opinion to this effect and I also foind this general view endorsed by the Dacca University Committee from whose report I learned that though "the young undergraduate must be treated as a University student, and not as a school boy, yet he is hardly ripe for courses of true University lectures, nor in many cases is his knowledge of English sufficient to enable him to profit by them."

Having progressed so far with my enquiries, I was naturally interested to learn how the Universities themselves set to work to solve the truly formidable problem with which they were confronted—the problem, namely, of giving their students a sufficient familiarity with the English language as normally spoken, to enable them to follow intelligently such lectures as they might attend and further to enable them to think in English without having first of all to go through the process of mentally translating it into the vernacular. The reply to my enquiries upon this point was generally to the effect that English *literature* had been made a compulsory

subject in the curricula for their degrees. I confess that I was a little surprised. If I had been told that *English* had been made a compulsory subject, I should have regarded the course taken as the natural and obvious one. But why, I asked myself, teach English as we teach dead languages, namely, through their literature? It is quite true that in English schools and Universities we teach Latin and Greek through the literatures of those two languages; but then our object is not to impart a working knowledge of a spoken language. Our object is an entirely different one. How, I asked myself, is the system likely to work? In order to ascertain what sort of knowledge of the language an Indian student was expected to acquire through his study of its literature, I asked to be supplied with specimens of the examination-papers which were set to test his knowledge. This is the sort of thing I found. The students at an Indian University—not the Calcutta University let me hasten to say—were asked among other things to annotate the following quotation:—"He yaf nat of that text a pulled hen, that seith that hunters been nat hooly men."

Imagine the sort of impression which would be likely to be made on the mind of an Indian student whose knowledge of ordinary conversational English is by no means extensive, by having a sentence of this kind forced upon his attention in the course of an examination. I can imagine him a few years later employed as a clerk, let us say, in a commercial office. I can imagine him replying to a letter in which, for example, occur remarks reflecting upon the methods with which his office was run. And I

can imagine him concluding his defence with some such words as these :—"I yaf nat of your letter a pulled hen, that seith my office been nat run by business men." But seriously is instruction in archaic English of this kind, really likely to effect the object which we have in view? Here is another question from the same paper—"Consider briefly the various features which render 'Samson Agonistes' important (*i*) as a work of art, (*ii*) as a personal revelation." No doubt a consideration of Samson Agonistes from these two points of view is of great interest for the man who wishes to specialise in literature; but again I ask—is this the kind of subject which is best calculated to give an Indian boy a sound knowledge of the English which he requires for the purposes of his daily work and life? In the same examination-paper he is told that "the historical novel is a literary hybrid which is apt to offend opposite sides," and he is asked to discuss this somewhat cryptic utterance. Once more I ask—is a discussion of this sort of question really going to help the Indian student to acquire the sort of knowledge of modern English which he will require to earn a living, let us say, in business or at the bar? I may be wrong, but I should have thought that the boy who could translate a column of a vernacular newspaper into good plain English would be far better equipped for the struggle of life than the boy who could give an answer to such questions as I have quoted—an answer which in nine cases out of ten, probably, would be the mere repetition of a note committed to memory after having been dictated to him by the teacher who had coached him for the

examination. By all means let those whose bent lies in that direction study the master-pieces of English literature; but that is a very different thing from compelling all and sundry to study a literature which is not their own and which has no relation whatsoever to the daily experience of their own lives.

Now, let me touch only on one other feature which caused me some surprise. I have made some attempt, when visiting the colleges of Bengal, to ascertain which subjects are the most popular with the students. The result of such limited enquiries, as I have been able to make, seems to show that Philosophy takes a high place in general favour. I am not surprised at that, for the genius of India has always lain in the direction of abstract speculation. What did surprise me was to learn that up to the B. A. Degree Indian Philosophy finds no place in the curriculum. It is Western Philosophy only that is taught. And it is only those who proceed with their studies beyond the B. A. Degree who receive at the hands of their University a draught from those springs of profound philosophic thought which have welled up in such rich measure from the intellectual soil of their own country. Frankly, that strikes me as a stupendous anomaly. All the more so because, whereas in the West the spirit of Philosophy is courted by the learned few, she moves abroad freely among the people in this country. If there is one doctrine which may be said to be held universally among Hindu people, it is, surely the doctrine of *Karma* and rebirth. Indeed, so universal is this belief that I remember once reading in a Census Report that it

constitutes the sole criterion which need be taken to determine whether or no a man is a genuine Hindu in the popular acceptation of the term. The Hindu student probably accepts the doctrine as axiomatic. He would understand instinctively the connection between it and the whole vast fabric of Hindu Philosophy. He would perceive without effort that in this the familiar doctrine of his own experience was to be found the parent of all the great schools of Indian Philosophic thought—the central reservoir, so to speak, from which have flowed the teaching of Buddha and Mahavira no less than that of the six great systems. For him the study of the systems would surely be a task of live and burning interest —a study of things congenial to his national genius. Yet he may leave his own University after taking a course of Philosophy as one of his subjects (and, indeed, if he pursues his studies no further than the B.A. Degree, will do so) without so much as hearing of these things. That an Indian student should pass through a course of Philosophy at an Indian University without even hearing mention of, shall I say, Sankara, the thinker who, perhaps, has carried idealism further than any other thinker of any other age or country, or of the subtleties of the Nyaya system which has been handed down through immemorial ages, and is to-day the pride and glory of the *tols* of Navadwip, does, indeed, appear to me to be a profound anomaly. I should have expected to find the deep thought of India which has sprung from the genius of the people themselves, being discussed and taught as the normal course in an Indian University; and the speculations and systems of other

peoples frim other lands introduced to the student at a later stage after he has obtained a comprehensive view of the philosophic wisdom of his own country.

What I have said must not be taken to have been said in criticism of any person or persons. All I have intended to do is to explain how certain features in the educational system have struck me as an interested observer. If what I have said amounts to criticism at all, it is criticism not of persons, but of a system which is admittedly imperfect, and which is even now being scrutinized by a strong Educational Commission.

In conclusion, let me offer to those who have received their degrees this afternoon my best wishes for their future. I realize that I am addressing the fine flower of the University. I realize that it is in their keeping that the future destiny of their country must largely lie. There will come to you from time to time great opportunities of influencing the destinies of your country for evil or for good. I pray that the whole weight of your influence will at all times be thrown into the scale on the side of good. As Rector of the University through whose portals you have passed, I shall follow your careers with keen sympathy, and an abiding interest.

Many of you no doubt appreciate already how much you owe to your University. You all appreciate, I am sure, the debt of gratitude which you owe to the Vice-Chancellor, who has presided over the work of the University throughout the greater

part of the time which those whom I am addressing have spent within its walls. On your behalf, as on my own, I tender him our grateful thanks for the unflagging and self-sacrificing zeal with which he has dedicated his time and his talents to its service.

The 2nd March, 1918

The Hon'ble Dr. Devaprasad Sarvadhikary, Suriratna, Vidyaratnakar, C.I.E., M.A., LL.D.

Vice-Chancellor.

MAY IT PLEASE YOUR EXCELLENCY, LADIES AND GENTLEMEN,

We are grateful to His Excellency the Rector for his kindly words of encouragement to our graduates and for the words of practical wisdom he has addressed to them regarding the scope of research, the place of English and our Vernaculars and Indian Philosophy in our educational polity, which makes my task this afternoon considerably easy. But before proceeding to its discharge, I invite you to join me in according hearty congratulations to our newly admitted Doctors in the various faculties, who have won coveted honors by patient work and painstaking research. Mr. Panchanan Neogi, who is an educationist of standing, has for many years been devoting himself to the fascinating problem of the use of metals in Ancient India. He has now brought together the result of some of his labours in his theses on "Iron in Ancient India" and "Copper in Ancient India." These, as well as his thesis on "Space representation of Organic Ammonium Compound," have earned him his Doctorate. Dr.

Neogi had a brilliant academic career and to-day witnesses a notable advance in his career, but by no means the full fruition of his labours. His researches ought to have great possibilities, and means will be forthcoming, I hope, for having them duly maintained.

Your Excellency is good enough to refer to the anomaly of our having to learn archaic English and of studying your difficult language and literature as if they were our own. It is but one of the many anomalies in the land of anomalies which we must learn to overcome and survive. How we succeed in doing it is not often clear to us. Many of us pass out of our Schools and Colleges without having had an Englishman to teach or even having heard one speak the language. And the standard of excellence required of us regarding grammar, idiom, phraseology, accent, and pronunciation, is equal to, nay superior to, that of an Englishman; it is forgotten that English to us is a foreign tongue and Englishmen do not remember how difficult to others their beautiful language is. Yet we strive and sometimes tolerably succeed. It is my privilege to refer to one of these cases of success to-day.

Dr. Harendrakumar Mookerjee, one of our most distinguished and diligent of Post-Graduate Teachers in English, has not only shown remarkable grasp of his subject, but given effective contradiction to the belief, gratuitously current in scientific circles, that the era of research in the domain of pure Arts subjects is gone. Scientific study of—what to some appears to be—an inconsiderable subject like the English novel has captivated his imagination. Our

students no longer betake by way of recreation to novels. Both in English and Bengali, under our present scheme they are serious subjects of study. It is encouraging, therefore, to see our professors attempting to place this branch of study on an assured footing. Dr. H. C. Mookerjee has completed a study of the supernatural in Scott. In spite of scanty materials available in this country, which he never left, he has completed a detailed enquiry into the origins of the English novel, bringing out, among other things, new facts bearing on the origin of the picturesque novel in English ; and has also completed a survey of the influence of the novel on English poetry of the 19th century. If he can bring Dickens, Scott and Thackeray back to their old place, to the detriment of the shilling howlers and guinea three-deckers, his will have been no small an achievement.

Two of our distinguished law students have earned the high degree of Master of Law this year. Babu Sasankajiban Ray and Babu Bijankumar Mukerjee, are worthy practitioners in law, whose future career will be watched with interest. Babu Bijankumar Mukerjee stood first at the B.L. Examination ; his position as a teacher of Law ought to afford him faculties for further useful work.

Mr. Harihar Ganguli was admitted to the Degree of Doctor of Medicine for his thesis on "A clinical research on the new Hypnotics and their use," and Mr. Amalkumar Raichaudhuri was admitted to the Degree of Doctor of Medicine for his thesis on "Filariasis." They are both well spoken

of by their examiners and I hope they will keep up *useful work that they have so admirably begun.*

Correlation of Research.

This brings me to another important topic to which Your Excellency has referred.

It is noticeable that all our new Doctors' work has been practically on their own initiative and with their own unaided exertions, and has been conducted in their own isolated way. The wonder is that we have so much good work, conducted under so unfavourable circumstances. We can however no longer allow research to take care of itself, proceed on a merely ephemeral basis and die out with the winning, by the worker, of his coveted prize, scholarship or degree. These prizes, scholarships and degrees, but mark the beginning, or possibly the completion of the first stage of exertion and preparation. For abiding credit of the University and lasting good to the country, it is of the utmost importance that these detached exertions should be coordinated and assisted. The attention of our future University Builders must largely tend this way. There can be no doubt about the existence of a sufficient number of capable and willing workers, and of abundance of materials. If our Doctors in Law, Science, Medicine and Philosophy recorded and published nothing more than their experience in the course of their later work, in a methodical form, interesting literature in many departments of Science would grow. It ought to be somebody's business to see that this valuable material is not lost.

Research and Vernaculars.

Seemingly unconnected as it may appear to the casual observer, the question of research is intimately connected with the third point Your Excellency has introduced, namely, that of research.

With the field of research daily expanding, the question of its vehicle must come to the fore. No country has done real research work on a large scale and with lasting results, that is handicapped by the language difficulty, as we have been. Though a knowledge of other languages, preferably modern, is essential for research, and though results of research in many subjects, may for the time being have to be published in English, the place of vernaculars with regard to many other subjects, must be clearly and at once recognised. We have begun recognition of the vernacular at one end and have done well so far. Unless, however, we recognise and encourage it at the other end, neither it nor research will really thrive. This is a larger bid, in some sense, on behalf of our Vernaculars than has hitherto been made; but I hope it is not unreasonable nor untimely.

The time for rearrangement of ideas regarding the place of the vernacular, in other directions has also definitely come. I have been urging for this rearrangement during the last three years and I pointed out that, when Bihar and Burma went out of our jurisdiction, it could on no account be put off. The difficulty about our educational business and civic life being on a bi-lingual basis, would never disappear. This is and will be always in the day's work and proficiency in one language cannot be

sacrificed, in the interest of the other. The vernaculars, that have yet to be developed in certain directions, must be considerably helped. We must at the same time be fairly strong in English, for educational efficiency in the present circumstances would otherwise suffer. And those whose vernacular is English, must, in our own best interest, be met on their own grounds. The case for proficiency in English was strongly and clearly put by His Excellency the Chancellor at a recent conference in the following terms :—

" Sixty-three years have elapsed since the date of Sir Charles Wood's despatch and English education has taken firm hold upon the country. It is surely out of the question now to talk of going back on the established lines of our educational system. The interest of the educated classes is centred in English. English is on the high road to become, if it has not already become, among the educated classes the *lingua franca* all over India. English is required in all the public administration of the country. While I have much sympathy with those who deplore the neglect of the vernaculars, is it not obvious that the substitution at this time of day of the vernaculars for English is beyond the bounds of practical politics, even if the Government were willing to consider such a policy? I would further ask them to remember the great divergence of opinion among the Indian members on this subject which was manifested in the debate in 1915 on the resolution to which I have already alluded. I think that the discussion which then took place affords strong confirmation of what I have just said.

Again the very multitude of the vernaculars presents a practical difficulty for which I have never seen a satisfactory solution propounded. Moreover, with each generation English will come more and more to be learnt not in the schools but in the everyday intercourse of the home. This larger question is not now before you, but in view of what has been urged elsewhere, I have briefly enumerated some of the patent objections to a reversal of the present policy."

There is no getting away from this position, and we could not consent to impair efficiency in English. The case of Japan and similarly situated countries cannot be in point and English with us cannot have a back place.

The question for the moment, therefore, would be: 'What will be the best means of lightening this unavoidable double load and getting the utmost out of it?' It would not do merely to add to subjects in which the University allows in Vernacular, instruction and answers to questions at its Examinations. This system, good as far as it goes, may well be expanded and made applicable to some more examinations, including the M.A. in certain subjects. Valuable research, philological work is going on in Bengali. There ought not to be much difficulty therefore in expounding a suitable M.A. curriculum and syllabus in Bengali. This would be one mode of giving great help to the language.

Principal Ramendrasundar Trivedi's fascinating Extension Lectures on Vedic Ceremonies are being delivered in Bengali—which is a feature of the series, worthy of commendation in connection with an

aspect of advanced research work, to which I have already referred. It is to be hoped, that the vehicle of vernaculars will grow in popularity and usefulness for work of this description. Mahamahopadhyaya Chandrakanta Tarkalankar's lectures on *Vedanta* were so far the only lectures in Bengali that the University had. It is a distinct and welcome departure, for an English-knowing Principal to deliver so important a course of lectures in vernacular. This development illustrates, among other things, the capacity of the language, in a direction in which it has hitherto been unreasonably considered weak.

Basumallik Fellowfhip

It is noticeable in this connexion that the work of the Basumallik Fellowship, that had been held by Mahamahopadhyaya Chandrakanta Tarkalankar for many years, had long been in abeyance, on account of a regrettable misunderstanding. The Syndicate decided to grapple with the matter and has insisted on restoration of these lectures, in spite of never-ending difficulties. Pandit Durgacharan Sankhya-Vedantatirtha, of the Rameschandra Chatushpathi, has been accepted by the Syndicate as the nominee of the Trustees of the late Babu Srigopal Basumallik's estate; he is a worthy occupant of the chair. His appointment for three years has just been made and he has entered upon his work, which promises great results in an important branch of Indian Philosophy on which Your Excellency has very rightly laid so great stress if the Trustees will co-operate.

These lectures, also, will be delivered in Bengali. A Purana chair, a chair in Vaisnava Philosophy and chairs in Ayurvedic studies, which will give further opportunities for development of our Vernacular, as well as the subjects concerned, remain to be created. They will not, we hope, be long in coming.

If this action at the top, for promotion of Vernaculars can be secured, it will so far be satisfactory. It is at the school stage, however, that we must devise more effective methods.

We might well divide the school stage into three compartments, not necessarily watertight, but fairly demarcated from one another. For the first three years, instruction should be chiefly in Vernacular, with the rudiments of the English language and grammar, taught through the medium of vernacular on an improved basis, that can easily be worked out. A series of specially prepared readers, which must in the first instance be good literature and be attractive and useful withal, would have to be organised. Through their medium useful knowledge in important subjects, which need not all be necessarily examination subjects, may be imparted. In this way simple truths in hygiene, botany, geology, zoology, physiology, economics, history, geography, as well as moral and religious subjects, may be brought within the learner's mental horizon from the start, without inconveniently loading the memory.

During the next three years I would have very simple readers in English, covering some of the ground covered by previous Vernacular readers. This series, also, will have to be very carefully organised

and will be almost counterparts of the Vernacular readers. They must also be good literature and not merely translations and retranslations. As far as possible the terminology ought however to be capable of easy translation from one language into another. Those who remember some of Pandit Iswarchandra Vidyasagar's and Akhaykumar Datta's excellent readers, that helped many old boys over the stile, will probably appreciate the scheme. In actual practice this dual method has been known to yield very encouraging results in the past, and if put on a proper basis again, it will be a solution of some of the difficulties.

In this way familiarity with the subjects, method of treatment and even nomenclature, will make the study of the same subject and on the same lines, in two languages not only easy but agreeable to the learner and he would have a firm grasp of the subject, as well as the language. While this process is going on in English in the secondary stage, during the same three years, I would have more advanced readers in vernacular, dealing with topics, that under any compulsory system may have to be learnt in English during the last two or three years. And here elementary science leading up to Industrial studies would be helpful. This second series of Vernacular readers should, also, be as close a counterpart of the English text books in the various subjects, as possible. Some such compromise would make easy learning of the subject, as well as of the languages easier and I would commend this to the careful consideration of those who will have the ultimate handling of the question.

Post-Graduate Studies.

Definite settlement of the language difficulty will be a matter of the utmost importance both in the upper and the lower stages of our education. While I seek to give it prominence from the point of view of research, research has also to be regarded from other points of view. Its progress and success will largely be a question of means, as also of husbanding of resources and of correlation of exertions. The University has taken the first steps in the matter, some aspects of which, it would be useful to consider.

A scheme of Post-Graduate Studies has after much discussion been adopted, though necessarily as a tentative measure. But professors are training students, under housing arrangements of inconceivable difficulty, though they are doing it ungrudgingly. Dr. Cullis, Mr. Bhandarkar and a number of other Professors could easily augment their good work by free intercourse with students, if they knew where to receive them. Year before last we succeeded in obtaining from Government the balance, rightfully ours, on account of the Fish Market; and we have succeeded in recovering from the late owner of the market, who had received in the year 1913 a lakh and three quarters of rupees more than he was entitled to. This salvage, in addition to the interest and intermediate income, which gives us to-day a sum of nearly four lakhs and half, would be available for building purposes, as soon as the existing embargoes are withdrawn and a definite scheme is decided on. It may well be hoped that Government

will make a substantial addition to this nucleus, as soon as it can, even if a portion of University work be destined to be carried on in some healthy suburbs of Calcutta or elsewhere.

The most notable facts regarding various Departments of studies during the past year, have been increase in the number of students, the division of classes into sections for instruction, and into still smaller sets for practical training and increase in the number of instructors. I refer to some details to show that we have taken up teaching work seriously and a good beginning has been made, in spite of the largeness of demand and many difficulties in the way. It would be useful to bear these facts in mind, in view of suggestions in some quarters about a State University, about separation of Teaching duties from a Federal University and about selected self-governing College entities, with individual power of granting degrees and diplomas. For obvious reasons it is impossible to discuss these suggestions here.

The work in the department of Mental and Moral Philosophy under the direction of Dr. Brajendranath Seal continues to maintain its usual high level. Recent accession of strength to the department makes it possible for our lecturers to specialise in different branches of Philosophy, with due regard to individual tastes and capacities and without sacrificing breadth of outlook and correlation of studies, that are no less essential than mere specialisation.

Mr. Bhandarkar, our new Carmichael Professor of History, is organising the History Department

with method and vigour. The history of Maharashtra from original sources and without party colouring, is one of the objectives of the new school and has been taken up by a Bengali enthusiast, who knows the language. Archeology, also, will have an important place in the programme, and the Calcutta University will be the first to move in the matter in India.

Ancient architecture, sculpture and painting are also engaging serious attention in the department of History and if all goes well Faculties of Music and Fine Arts, dreams of which I indulged in some time ago, may not be long in coming. A word index of Kautilla's Arthashastra, the want of which is felt by all interested in ancient Hindu polity, has been taken in hand. Translation of important works of Brahmagupta and Shridharacharyya has also been taken up and will, it is expected, throw further light on intricate and ill-understood questions of Hindu Astronomy, for elucidation of which, that untired friend of learning, the Hon'ble Maharaja Bahadur of Cossimbazar, has made a generous provision.

There has been a considerable accession of strength in the departments of English, Sanskrit, Pali, Arabic and Persian. Some of the Sanskrit and Pali Professors will be Pandits and Theras of the old type. Personal objection to students of certain creeds, has not been reckoned as a disqualification in the case of some Professors of this class. This will not interfere with our general work, for there are on our staff others who have not similar objections and to whom race and creed will be no bar to imparting instruction to all comers. With a provision like

this, it has been considered undesirable to get lost to the University, because of these objections, ripe *scholarship of the orthodox school, that is fast ebbing* out and should be conserved at all costs.

In our Philological Department, as well as in the department of English and Sanskrit, efforts are being made to lay the foundation of scientific study of languages, including the languages of modern India, on new lines altogether.

The Science College buildings which were begun on the eve of my assuming office, have been completed. The college has been staffed as well as it can be with our existing resources, though two of our professors are still interned in Germany. The physical and chemical laboratories have been mostly fitted up. Diligent and devoted students, professors and research men are doing their everyday work and are drawing recruits even from outside Bengal.

It is hoped that Dr. Cullis, our new Hardinge Professor of Mathematics, will succeed in establishing a school of research in the special branch of Mathematics in which he is interested, and in which there is a very wide field for original work.

The number of lecturers in Applied Post-Graduate Mathematics has also increased and provision is now made for teaching all subjects of the syllabus. Here also several of our lecturers have done valuable research. Dr. Ganesh Prasad has been devoting himself whole-heartedly to its prosecution. His stimulating guidance has resulted in the production of much work and many brilliant M.A.'s and M.Sc.'s are carrying on important investigations under him.

In the department of Chemistry the work has been considerably handicapped by the practical stoppage *of the supply of chemicals and apparatus from* Europe.

Inspite of these difficulties the output of original work both as regards quality and quantity has been quite good, as the long list of contributions to the journals of learned societies indicates.

Dr. P. C. Ray is investigating the tautomeric changes in organic sulphur compounds; Dr. P C. Mitter is investigating the same type of changes in ortho-substituted aldehydes. Interesting work on halogenation, nitration and replacement of radicals which has drawn considerable attention, is being continued by one of the professors. In the department of Physical Chemistry, some very interesting results have been obtained in the course of investigations of the conductivity of strong electrolytes.

Up-to-date apparatus for psycho-physiological experiments has been recently provided and this has placed our department of Physiology, as well as Experimental Psychology, on a sure footing.

Professors have been appointed in Zoology and Botany, who will begin their work as soon as possible. And the Palit residence at Balliganj which has been recovered as the result of a successful but tedious litigation, is being adapted for the purpose.

Substantial work has been done in the Physics Department. Professor C. V. Raman took charge of his duties in July last and has since been busily engaged in developing a school of research in Physics, and in organizing the Laboratory for practical work

of M.Sc. students. Various investigations dealing with different branches of the science have been carried on by the Professor and his colleagues and the researchers working under him. Sixteen original papers and communications were issued during the year, most of which have been published or accepted for publication in the leading scientific journals of Europe and America. Three men from other parts of India have recently worked in Professor Raman's Laboratory and there is great promise, indeed, in this department of our activities. Mr. Raman has already laid the foundation of an excellent Physics Society.

Extension and other Lectures

Our Extension Lectures continue to be useful and popular. If properly developed they are destined to play an important part in the progress of culture as well as research. Several of the third series have been delivered already and attracted large and appreciative audience. They come mostly from our advanced students and from those who have just left the University. There is always a fair sprinkling of Professors, as well as members of the public, interested in advancement of culture. To bring together such elements is the object of these lectures and it is a matter of encouragement that the object has been so far achieved. Professors Stephen, Brajendranath Seal, C. V. Raman, D. N. Mallik, Ganesh Prasad, J. N. Das Gupta, J. R. Banerjea, Bagchi, Prabhudutt Sastri, and many others are taking part in this series.

A special feature of this year's work is that the Principal of one of our largest Arts Colleges, Mr. Ramendrasundar Trivedi, has begun a series of highly interesting and informing lectures on *Vedic ceremonies*, to which I have already referred and which throw considerable light on the manners and customs of the age, as well as on historical events that have not been hitherto presented in a clear perspective.

Owing to uncertainty of the situation and in ignorance as to which of our long-appointed Readers will be prepared to lecture and when, it has not been possible to appoint any more Readers of late. With regard to one undoubted vacancy, enquiries are being made about the most suitable way of filling it up. Though a Travelling Fellowship has long been in contemplation, financial considerations, as well as difficulties in the way of travelling to good purpose, has made us hesitate to give present effect to this provision. When the War ends, these travelling fellowships in proper hands will be a source of strength to the newly modelled University.

Academic Atmosphere

Before we have made any attempt for revising hitherto prevailing academic ideals and are even embarked on our bread-earning ventures, the charge against us is of gross and unalloyed utilitarianism.

While we are justly anxious to lay stress on the utilitarian branch of our work, the purely academic point of view has by no means been lost sight of. Work such as Professors Brajendranath Seal, Cullis,

Raman, and Ganesh Prasad and Mahamahopadhyay Haraprasad Sastri and Rai Saheb Dineschandra Sen are engaged in, is not directed merely towards advancement of learning, according to our motto. They are distinct efforts towards advancement of knowledge. The recent visits of Sir Jagadischandra Bose to Bombay and of Dr. P. C. Ray to Madras must have brought home to the most obtuse, that, at least, the intellectual influence of Bengal, over the rest of the Indian Empire has not yet disappeared. It is not likely to disappear soon, if only you all will combine and agree to keep the flag flying. Whether Sir Jagadischandra Bose earned fifty thousand rupees for his Institute by a single lecture or whether Dr. P. C. Ray earned less than a fiftieth of it, which he presented for the Scientific Advancement of Madras, are in themselves, not matters of much moment, though they are highly significant as facts, tending to important developments.

The point for congratulation is that our scholars and men of science are steadily securing for their work recognition beyond the province, nay India. A Bengali scholar was recently invited by the Punjab University to lecture on Economics, another has been requisitioned for Ceylon, a third is in charge of the History Chair of the Mysore University and a fourth of a similar Chair in Benares. Another Bengali scholar is in charge of important Archæological work in Bombay and many more in lesser positions of responsibility might be named.

Sir Jagadischandra Bose's work to which Your Excellency has given so just a prominence is just receiving full recognition, after twenty-one years of

struggle. The establishment of the Bose Research Institute, as a result of his own generosity, the generosity of the Government and of public-spirited donors in Bengal and Bombay, is a big academic event, without which no chronicle of University activity for the year, would be complete. It is University activity in the real sense, to which I drew attention last year and it is a matter of congratulation that this larger University keeps on growing. This growth is a distinct step forward towards regaining India's place in the work of advancement of the world's knowledge, which was pre-eminently India's till recent blocks and breakdowns barred the way. It must be highly satisfactory that we no longer merely imitate the West, without having anything to give.

Sir Jagadischandra has, in all earnestness, assured us that the lectures at his Institute will not be mere repetitions of second-hand knowledge, but will announce new discoveries, which will be public property and not be protected by patents. Science College results, also, will be similarly at public service, through recognised Science Magazines, as well as a special Journal that is intended soon to start. Desecration of knowledge for personal gain will be at a discount and at the same time facilities to workers from all countries will be furnished at all these temples of learning, as was India's glorious privilege at her not very ancient Universities.

It is notable how men of business in Bombay have translated their appreciation of Sir Jagadis's service to Science into generous contributions, that will largely help pursuit of knowledge for the sake

of knowledge. India is struggling for recognition of her place in the Empire and in the larger world. Workers like Sir Jagadis, Dr. Brajendranath Seal, Dr. P. C. Ray, Mr. Raman, Mr. Bhandarkar and Dr. Ganesh Prasad and their co-adjutors, some only of whom we have got so far, must help us in winning this place and retaining it.

The older spirit of India is, thus, by no means obsolete in the higher academic atmosphere. Calcutta as a seat of Science will not long have to dread the competition of its Southern rival, with princely backing, nor of salubrious Northern hills, enjoying high and exclusive Government countenance. A second Nobel Prize may not be long in drifting Eastward.

Though it is difficult yet to assess its relative value, it would be equally difficult to deny that a distinct intellectual movement has been set on foot, and an intellectual atmosphere has been created, which cannot help having considerable possibilities. While we cannot be too rigorous in our standard of research, it would be a mistake to shut our eyes to and not to nurse hitherto isolated attempts for search of truth, not exactly on trodden or orthodox lines. The movement would prosper better, if efforts were for the present, confined to collection and elucidation of facts and if judgment and conclusion was stayed till facts were fuller and clearer. To theorise first and to look for evidence later, is a travesty of research not unknown elsewhere; but is to be deprecated and avoided all the same. Though it is premature, nay inexpedient, to claim "Schools," it is permissible to claim that a fair beginning has

been made for the foundation of what in time may blossom into schools. In our department of History, for example, it is not merely dates and chronology that we are concerning ourselves with; but history of movements, of thoughts, of ideas and of institutions, is alike engaging our attention, in addition of course to routine work of the hitherto prevailing type. Teaching must not suffer because of research, nor research because of the needs of teaching. From the merely historical standpoint, our seekers are trying to point out Indian contribution to growth and development of civilization in regard to philosophy, science, arts and culture in general. In Economics our migrations are no longer merely from the blue book to the white paper and back again from white paper to the blue book, as Dr. Brajendranath Seal observed on a recent occasion. Some attempts at migration is just noticeable, from fields to homesteads, from homesteads to marts, from marts to ports and back again. In our departments of Philology, English, and the classical languages, the origin and process of things and their meaning and possibilities are engaging attention. To enable them better to do difficult and delicate work of this description, we are furnishing our researchers with facilities to be well grounded in the modern languages of Europe. Historical and comparative methods as applied to sociology and humanistic sciences, are finding favour, preliminary to the formation of what may be called universal philosophy-sciences.

Contemplation of past glory alone will not do; present contribution is alike needed. Contribution

of this kind, if substantial, would make narrow sectional view of human history impossible. New schools of sociological and humanistic science schools of anthropology, social economics, comparative psychology, comparative aesthetics, comparative religion, comparative philology, comparative law and jurisprudence may in time be based on foundations that are just being laid. Sectional analysis and incomplete collections and classifications of facts may and ought however to go on for the moment. But they must in time give way to the new comprehensive sciences, in their universal range and synthetic unity. I claim that our University is preparing to take part in this eventful work and it can.

Unavoidable Difficulties

Some of our unavoidable difficulties to which reference may be permissible,—not indeed by way of excuse or extenuation, but as a matter of caution to the future worker—is the absence of adequate support. No one is more ready to acknowledge than myself, the help that Government has given us from time to time; the fullest acknowledgment was made by me in my last Convocation address. But the stream of generosity, instead of developing, has been showing marked tendencies of drying up, partially no doubt, on account of the prevailing stress of war. Our grants have not only not been augmented, as our growing requirements warranted, nay demanded, but such grants as had been made on paper have been withheld. The private colleges

grants, but for occasional instalments that have been coaxed for very special purposes, have, though budgeted from year to year, been absorbed in the general revenue. At all events they are hung up and with them the schemes affected by them.

In the meantime, I am glad to say, the St. Xavier Hostel, the Canning Hostel, the Carmichael Hostel, the Vidyasagar Hostel and the Rammohan Ray Hostel have been completed, out of the Government of India grant. They will accommodate next session 971 students, who will live under all the conditions imposed by our Residence Regulations. By close and constant personal supervision it has been possible to reduce the costs below the standard rates and effect savings which ought to secure us the much needed hostels for the Depressed Classes and Buddhist students, not included in the original schemes.

Owing to unforeseen difficulties about acquisition of land, the building operations of Students' Infirmary are, unfortunately, still in abeyance. When it is completed, with the addition of the auxiliary hostels for Buddhist and depressed classes, upon which, for grave reasons, I have long set my heart, a tolerably complete beginning for the housing of our students will have been made. But this will not solve the entire problem, for many more students will yet remain to be provided for. Only a partial provision has so far been made by our mess scheme, with the assistance of the Government. Not only has this scheme to be fully maintained, but it has to be largely supplemented. The Medical College students, who had not so long been

brought under operation of the Residence rules, have, on account of our insistence, been now so brought; but a great deal remains to be done in this direction, as well as in respect of

IDEALS OLD AND NEW

While we are thus engaged, doing the best we can with our limited resources and in the best of the light vouchsafed to us, comes, as it is apt to come now and again, the searching question, *Kah Pantha*—which the Path.

Quo Vadis, whither away, was the solemn, soul-penetrating, nay, agonising cry of the devout and faithful seeker, when he found rank recalcitrance ahead and feared that all might be lost, unless the erring one was pulled up betimes and apace. What happened in the field of faith happens every day in the field of Education where no one knows, for certain, the path. The strong in faith, however, firmly believes that it appears to the meek and the lowly, who seeks it, in a spirit of persistent devotion, groping in the dim obscurity of difficulties and disparagements, and trusting to grace supreme.

And while thus groping, we are on the eve of long promised and longer expected development of a momentous character. Some survey of the situation may, therefore, be helpful.

With rapidly changing ideas in all directions, educational ideals are bound to change; and when the rest of the world, claiming to be more advanced and progressive, is yielding to such influences, India cannot escape them. There is no reason why it

should. Time was when conversion of 'learning' into methods of 'earning' was repellent to the learned and the unlearned alike in India and when the learned and the unlearned thought it not only the duty, but an act of positive merit, to support the learned. The prevailing spirit of contentment and traditional want of want, if I may so put it, on the part of the learned, made such support a comparatively light but highly profitable social obligation. Such ideas and arrangements, however, could not go on indefinitely.

With popular demands for expansion, the idea was bound to change. That is the story of levelling and expansive movements from time to time, that culminated in creation of the Upanishads, the Puranas, the Tantras and the vast Buddhistic and Vaishnavite literature in vernaculars, much of which are still concealed from public view. And when the onrush of new thought came at any period of people's history no one could stem the tide. After a while, growing popular indolence, as well as sacerdotal and bureaucratic influence, would again contribute to conservative limitation, to be again broken through by yet another onrush, only to be stemmed again. That, in short, is the history of thought and education in this country, as in others. It is useless, therefore, to sigh for continuous narrow depths at the expense of surface, which have found some advocates; and the best educational efforts would be those that would tend to secure and harmonise depth, as well as surface.

The history of English learning in this country is connected at the beginning, essentially, with

earning. A sort of latter-day English-Urdu, the lingua Indica of Radhabazar and Lalbazar, was the result of the first impact of the British trader and the Indian administrator and populace. As British trade and shipping prospered and as the British administrator gained assured footing, the people found it necessary and profitable to take up camp English and made the most of their little stock; and this linguistic development thrived, at the start, with the assistance of worthies who came in contact with shipping and counting house people and who probably gave Macaulay his ideas about Indians. The administration as well as the people at large, stood by for a while and when the hour came it was the people's representatives, supported by Christian missionary zeal, that gave the start to English education. The Administration entered the field much later. When the East India Company could not otherwise secure renewal of Charter in 1813, the Court of Directors voted a grudging lakh of rupees, earmarked for educational needs of India. And the international edifice that thus "growed," and the rottenness and ugliness of which one is invited to criticise every few years, is a bare hundred years old, while its centre dome, the University, has been just a little over sixty years in existence.

SEARCHING OF HEART

The Education Commission appointed by Lord Ripon in 1887 and the Universities Commission appointed by Lord Curzon in 1902 furnished stimulating guidance. On the eve of the appointment of

the latter, Vice-Chancellor Raleigh who was named as its President and devoted his convocation address to the elucidation of the objects and the policy of the proposed Commission, said: "While we lose ourselves in the pleasing occupation of expounding and altering our machinery, we forget that colleges and lecturers and examinations are useful only in so far as they give a right direction to the minds and characters of men." Never was a truer and more pregnant academic truth enunciated. The occasion was for much searching of heart. And with this warning and pronouncement before the country and the Government, the Universities Act and the Regulations, in all their complex ramifications, which this would be no time to consider or characterise, came into existence. The Act and the Regulations promulgated ideals that are now being examined and for the attainment of which,—whether they happen to be now pronounced as good, bad or indifferent—adequate means were never forthcoming. Let not history repeat itself.

Vice-Chancellor Raleigh was good enough to point out:—"When we remember that our colleges are of recent date, when we consider that their resources are very small as compared with the vast endowments of Europe and America, when we take into account the difficulty of imparting elements of learning in a language which the student knows only from books, we ought, I think, to hesitate before we pronounce in an unfavourable sense on the quality of the work done." This picture would not be considered inaccurate to-day, though the sense of perspective, once fairly clear, seems to be now

unaccountably dim in certain quarters. Further portrayals of the Vice-Chancellor seem to hold good to-day, for he said :—" The colleges of India are scattered in every corner of this empire and they conform to many different types. Some are Government institutions, some depend on Government aid, some are maintained on what may without disparagement be called a commercial basis and in other colleges both Christian and native, we know that good work is done by men who can do much with small resources because they are animated by devotion to a common cause. It would be folly to suppose that in a few weeks' time we can find a set of formulæ suitable to all cases. The utmost that we can attempt is to lay down the lines on which the Universities, in co-operation with Government may in time reform themselves."

Some of the questions that are acutely troubling us to-day were no less acute then. With regard to an important question, now engaging attention, Vice-Chancellor Raleigh said :—" There is the not less difficult problem, how students can be brought together from their separate colleges to obtain the advantages of University instruction. This is a question, still discussed and not yet solved, at Oxford and Cambridge; we can only hope, by conference and discussion, to go some little way towards solving it here."

Vice-Chancellor Raleigh devoted his convocation speech in 1903 in defending, prior to legislative action, the recommendations of the Commission over which he had presided and he was completely supported by the Chancellor. He had, however,

gathered wisdom and did not hesitate to characterise "efficiency, as an ideal, always before us, but never quite attained."

The Approaching Change.

The question of absolute ideals was not and could not be the concern. A change was undoubtedly and abundantly necessary. But the lessons so clearly brought out, were not fully availed of; and ideals admittedly unattainable with available resources were put before us. Then, as now, there could not be a suggestion that change is not badly needed. If, in Vice-Chancellor Raleigh's words, "Balliol could not and cannot say, without risking proximity of decline, 'no more changes: We are as good as any one can expect us to be,'" Calcutta could not then and cannot now, take up such a senseless attutude. The London University, a much smaller body than ours, needed the Davey Commission in 1898 for turning it into a teaching body and ere the change had long been made, the Haldane Commission became necessary in 1909. Its recommendations were made in 1913 and are now five years old. They are still awaiting consideration as they could not be immediately dealt with and differ materially from what the Davey Commission said. The War has changed aspects of things and angles of vision all along the line, and further momentous changes will come with Peace. The Social and Economic structure will be changed and Science and Arts will have other purposes.

In appointing a committee to consider some aspects of the Post-Graduate Studies year before last, the University had been informed by the Government that the recommendations of the Committee would be subject to the ultimate recommendations of a Commission. The Commission had been practically decided upon more than four years ago and its constitution and the personnel had been then discussed. Some, who have found place on the present Commission, were then named and the sudden outbreak of the War prevented its immediate appointment. Undue prolongation of the War, however, made the authorities feel that no good would be attained by putting off the appointment indefinitely. When His Excellency the Chancellor announced its forthcoming appointment at the last Convocation, I at once gave the scheme dutiful support, for we, like other Universities, are pleased to have the chance of changing for the better.

Eminent and practical educationists, headed by Dr. Sadler, who had manifold experience in various fields of education in England, have come to advise us. We give them and their colleagues in India a cordial welcome and wish them success in their onerous and all-important work. And to Dr. Sadler, who has dutifully sat with us here throughout two grilling afternoons, I offer a warm personal welcome, and grateful thanks. He and his University were good to your humble representative at the London Congress of Universities five years ago, in a way difficult to imitate in this country—I was almost going to add, difficult to conceive. Even a Hindu, who knows, must admit that there is no hospitality

like British hospitality of the right kind, if one is fortunate enough to have access to it, as I had at Leeds and many other British Universities.

In forwarding to the University, the notification appointing the Commission, the Education Department expressed a hope that the University would give the Commission all necessary facilities. There has been no other communication between the University and the Government regarding the Commission or its work. Nor had the University any communication from the Commission, save with regard to information required from time to time. The University has furnished the Commission with all the required information and facilities, but has not shared responsibility in the framing of its questions or the determination of its programme or procedure of work. Nor have any questions been addressed to the University. A certain amount of detachment has thus been imposed. Whatever be the reason actuating this, the University has loyally respected this imposition and awaits a better ordering of things. We earnestly trust that we shall soon have our marching orders, and be able to resume work seriously in the new light that may come and forge ahead.

Volume of Work.

Enormous increase in the volume of our work has from time to time been generally indicated. To-day it is considerably more than it was four years ago. The total number of candidates at our Examinations in 1913 was 20,168, in 1917 it was 34,538; and this year there is no indication of

material falling off in the number, in spite of the *separation of Patna.*

To speak of a seemingly inconsiderable thing the number of letters sent out by the University Office rose from 7,551 in 1913 to over 21,000 in 1917.

The establishment charges rose from Rs. 4,14,720 in 1914 to Rs. 6,18,000 in 1917.

Looking at the increase from another point of view the number of Professors, in our Law, Arts and Science Classes was 117 and 1913 and to-day it is 225. I am expecting 600 Calcutta Professors to meet the members of the University Commission here on Monday next at a Social Gathering. And in many respects our six hundred is not very dissimilar to another that history remembers.

The number of our schools and colleges in 1913 was 792 and it was 827 in 1917.

The number of Syndicate Meetings rose from 47 in 1913 to 53 in 1917, and the increase in the number of Senate Meetings was from 18 to 22. Besides these, there were numerous meetings of various other Committees, Sub-Committees, Boards, Councils, Executive Committees and Governing Bodies which have been occupying our attention for hours every day during the year, sometimes not excluding holidays. Simpler regulations and better organisations might reduce some of this work. But whatever agency carries it on, the work is large and will daily be larger. It has however to be faced, for the stake is also large and worthy.

Our debates indicate that Members have begun to take strong interest in all the business of the University. As if the numerous meetings, almost daily convened under normal conditions, did not suffice, there has been a meeting of the Senate by requisition of members desiring to exercise rights reserved under the regulations. Hardly any provision for exercise of members' rights and privileges has been left unavailed of. We have had 'references back' to the Syndicate, and 'protests' against Senate resolutions. The Senate has gone into Committee and has appointed Committees, under the respective regulations dealing with these matters. A new spirit of enquiry and sifting has come over us, which I welcomed and encouraged, as a life-giving and evil-destroying agency. No question is decided without thorough investigation of all that has to be urged on either side. The Syndicate and the Senate, as I had the opportunity of observing in an important concern, are not dominated automata. All this betokens a healthy appreciation of rights and privileges and desire to make the best use of them. Though now and again from certain points of view, curtailment of deliberations would be acceptable, on the whole matters are being conducted on a strictly constitutional basis. Possibly the error occasionally may be on the side of caution. This, by itself, is a gain.

THE STEWARD'S RENDERING.

So far as our work proper is concerned, it is our students who have been practically maintaining the

University. It is our students again, many of them not hoping ever to be directly concerned or benefited that are keeping up our Post-Graduate Scheme, for the benefit of which our Examination fees have been raised. It is through their support, that in spite of serious financial drawbacks, the darkening gloom of 1914, with which I was met at the start, was dispelled. And those who doomed the 'sick man' to immediate extinction and saw ahead nothing but abysmal bankruptcy, have been disappointed. For their own sake I hope that they are pleased to have been so disappointed. Unflinching economy in the face of scornful and scoffing criticism, unflagging attention to details, yet ready acquiescence in urgent additional burdens, have enabled the authorities to stem the tide and save the situation. We fearlessly publish our accounts, not merely circulate copies of our budget but bring them up for Senate scrutiny and keep separated and differentiated heads of expenditure and income, instead of allowing the whole to be mixed up and utilised as opportunity dictates. Not only are, thus, the constitutional rights of the Senate honoured and maintained, but its financial obligations, also, are as far as possible prepared for and met.

I shall not stop to describe how, though our machinery has not been bettered or materially supplemented, a breakdown has been avoided and how a fairly smooth passage of work was ensured. Carping and interested criticism may find defects here, blemishes there and lapses at a third point. The reward for such enterprise let us hope will be the bushel of

chaff that Jove awarded to the intrepid and pains-taking grammarian, who had made a beautiful collection of the poet's shortcomings and boastfully taken it up to the footstool of the august Throne, in the hope of propitiating Him of the Thunder.

Schemes for better housing of schools, for improving the status of teachers and professors, for giving them a sense of security by a well-thought-out system of Life Insurance and Provident Fund, for improving schools and colleges by steady but considerate pressure, for putting discipline on a firm footing, and at the same time trying to contribute towards building up true manhood by promoting martial ardour, for taking some slight part in war work, for trying to place the University Library in a better order by securing a workable catalogue, for completing the Science College Buildings and the sanctioned Hostels, for furnishing our newly-built hostels with necessary furniture, for assisting our graduates to secure suitable employment by the creation of an Employment Bureau, for the expansion of our Publication Department, for establishment of a University Journal to assist in the propagation of truths attained by our workers, for promotion of Commercial, Technical and Agricultural Studies, for getting into touch with the outside world of culture through the means of a well-regulated course of extension lectures, for placing Post-graduate Studies in Arts and Science, as well as research work, on a sure basis and at the same time in strengthening undergraduate studies, for securing funds for better housing for our classes and our office, for getting the best out of our University Professors;

and for having the long suspended work of the Basumallik Fellow restored, for placing our Trust properties on a business basis, for bringing Trust litigation to a close and for realizing assets of later endowments, are some items of University activity during the last four years besides heavy and growing everyday work. If there has not been time to complete all these schemes, a beginning has been made and the completion need not take long. My sincere thanks are due to all who have loyally co-operated and ungrudgingly assisted in this great task.

To be summoned to undertake duties, such as these, at a critical time, was a great honour to a non-official, following an unbroken succession of high officials. It was doubly great when the honour was repeated. It would take away from the effect of unobtrusive work if one was to refer to difficulties, trouble and annoyance. They are a part of the day's work and have to be reckoned with, the more they are neutralised and made powerless. Though, they have to be taken note of as a cautionary measure, they should be ignored as things that cannot be allowed to matter and in spite of which work has to be doggedly pursued, till the ascetic devotee's vow is fulfilled and his pledge redeemed. When work has to be done one has no time for disputes or for losing one's temper or balance of mind. Neither through the ordeal or at its end, would it be worthy, to recount one's trials and tribulations or to magnify the efforts necessary to overcome them.

Four long and eventful years, all too short for the work in hand, have rolled away since at the bidding of the Chancellor, I took up the heavy

burden. I lay it down with a sigh of relief on the expiry of the second period of my office. I lay it down with fervent thanks to the Dispenser of all Good and the Guide of all counsels that it has pleased Him to vouchsafe me strength, fortitude, and determination to see my work through. Out of 23 Vice-Chancellors that the University had since its establishment, as many as 17—mostly Judges and Chief Justices—have been lawyers, the least of whom will soon retire. Whatever be the new ordering of things, the lawyer Vice-Chancellors of the University have had a large part in building it up. Lawyer Members of the Senate have considerably helped in its progress and most of our munificent donors have been lawyers. I beseech of our academic friends to accept us as loyal colleagues, willing and able to give them at least, business help, without which the brightest of intellectual qualities would fail in administration. They are finding it so in the highest councils of the Empire.

My appeal to my numerous friends who were good enough to felicitate me on my taking up of office was to suspend judgment, till I was taking off the armour. The time has now come and the Chancellor's and Your Excellency's kindly appreciation voiced yesterday and repeated to-day is my exceeding reward. I shall lay down my great load with a sigh of grateful relief but determined, more than ever, to serve, in humbler ranks, the Mother, in whose cause I have consecrated myself. My programme was modest—to do the day's work as it came. If I have been able to do that, I am content.

No one is more acutely conscious of the many shortcomings and defects that could well be laid to my door; but I regard them as a part of the day's work and am content to have them put right by the stronger hand to which I shall anon yield the reins. The magnitude of the work did not appal me when I took it up or went through it. It staggers me now, now that I am free to see things in their proper perspective. So much indeed to do and so little done. In recently pronounced memorable words, my one regret in quitting office is that I have not had greater strength and greater ability to place at the disposal of the Alma Mater, in her sore need.

MARTIAL BENGAL.

My first Convocation address had unfortunately to begin by reference to lurid war pictures. More than three years have elapsed and the picture continues to grow in hideousness; but the end is nowhere in view.

How war is being conducted on the other side, will very feebly appear from a picture published in a recent illustrated Journal. The letter-press is as follows :—

"An outrage that his religion forbids to the orthodox Turk—a well blown up with high explosives by the Germans at Beersheba."

What Turkish orthodoxy considers unthinkable, desecrating kulture easily plans and achieves. The picture is that of a solid-built well, 'somewhere' in Palestine, which had probably a great place in the

history of the land of many religions, that the latter-day Crusaders, from the East and the West have, by combined exertions wrested from the enemies of humanity. Thus is Superman evolved out of *Edelmensch*—"noble specimens of the human race!"

It has been further stated that Germans dropped the other day not only hundreds of bombs on an unfortified place, but also a number of packets bearing an inscription in English, that they contained soup powder. Analysis showed that the packets contained a violent poison, to which all the unfortunate families that took the soup, had succumbed. In eastern France a number of children have been killed by poisoned sweets and explosive pencil cases dropped from aeroplanes. And the baby-killers' dark raids are a matter of nightly notoriety. The reckoning already great, grows like the usurer's loan and the realization will be unto the last. Little wonder that in spite of passing set-back and suffering, the great Alliance in the cause of Humanity, is determined not to look at halfway houses, but once for all to crush and put down hateful and barbarous militarism. The 'Alabamas' have marched in and proved to England that blood is thicker than water. And the free and independent Republic of America naturally wants to repay some of its old debts to the people and the land of La Fyete and his brave coadjutors.

The issue cannot, therefore, be long uncertain, though the strain will be enormous and the task heavy. In this stupendous work for saving civilization, for the rescue of the good, for the confusion of

the wicked and for the enthronement of Right, India must take its share. Bengal, which has been noticeably behind-hand, is slowly, and let us hope surely, realising its responsibility. I need not refer to exertions in this direction, outside the University, which have found appreciation. It is encouraging to contemplate that University work had helped in giving the lead, even to this outside work. There has, also, been some slight direct work within the University itself. Its contribution to the War Relief Fund, through its Schools, Colleges and Staff, is over Rs. 13,000; it gave to the Our Day Fund, organised by Lord and Lady Chelmsford and supported by Your Excellency and Lady Ronaldshay in Bengal, over Rs. 6,000. Our Fellows subscribed to the War Loan between 5 and 6 lakhs of rupees, not taking into account those who did not inform us of their subscriptions. I refer to these attempts, not because of any remarkable results,—six thousand rupees out of one hundred and fifteen lakhs is not much—but merely by way of indicating a gradual awakening to the necessities of situation, that had long been wanting..

The Bengali Regiment, following in the wake of the Bengal Ambulance Corps, has taken the field and has already paid its usual toll. Efforts are steadily in progress for keeping up the reserve and for adding to the strength of the Battalion. The University Infantry—half a battalion strong—which the Chancellor's courageous generosity has called into existence and which Your Excellency's support has helped, followed. The Chancellor called for his first University Corps of 250 and 1,369 graduates and

undergraduates responded. In spite of many difficulties and obstacles, to which this is no place to refer, it is after all an accomplished fact. And the University Infantry has, in its turn, furnished many recruits to the active ranks of the Bengali regiment, as was fully intended and expected. It has been followed by the Bengal Light Horse, also consisting largely of University men. This is how one thing leads to another and it behoves us here and the authorities outside, to encourage and nurse this spirit and to make the best of it. It will be an interesting study for the future historian of the renovated martial spirit of Bengal, how our medical men gave the idea a start and how it worked out its way through frigidity, hard to imagine. The British Indian Government had its first start, says the historian, from a medical man and medical men are now its most earnest martial supporters.

SIR RASHBEHARY GHOSE TO THE RESCUE.

Owing to legal difficulties in the way, the University has not been able to give any financial help to the movement. But it has been blessed by the University, the necessary moral support has been given and academic facilities have been provided. The colleges are loyally doing their part of the work. A committee of Members of the Senate and Honorary Fellows has taken upon itself the burden of Administration. Its labours would have been absolutely futile but for the prompt and voluntary benefaction of Sir Rashbehary Ghose, who never holds back when a crisis has to be faced and who,

though away at Simla, for the benefit of his health at the time, came to our rescue, with the splendid donation of Rs. 10,000. Others must follow him and enable us to fulfil our obligations. Schools, colleges, students, guardians, teachers, professors and senators have to give us their quota and see that for lack of slight financial help the great movement does not fail.

OUR *Khaki* CONVOCATION.

Only a fraction of the work could be taken up with our resources and 250 men have gone into camp. As many more have received preliminary training and will be ready to go into camp as soon as their Examinations are over. Materials for three more units are ready at Calcutta and in the mofussil; and they can be constituted as soon as the authorities wish. Having regard to the splendid way in which our lads have responded to the call, I have no doubt that the number could be easily multiplied, if desired. I have been with them in camp; I have shared their sepoy charpoy under the field service canvas. I have seen them fetch water, scour utensils, sweep floors and wash vegetables and clothes and do fatigue duty in general, cheerfully, ungrudgingly and with alacrity and zest, that are quite an eye-opener and an object lesson. And they have among them those whose fathers give for the advancement of education and charities in thousands and hundreds of thousands. What we are just attempting is, of course, nowhere near what Cambridge and Oxford and other Universities have been doing in the trenches; but

the beginning is reassuring. Those in authority and able to judge, have testified to the excellence of spirit, the capacity, willingness and devotion of the University's first soldier sons. May God bless them and their efforts to redeem the Great Mother's good name.

Our professors, also, have not been behindhand. Some of them have joined the Corps and are in training along with their students. Some have been known to yield up to their students, in recognition of their superior worth as soldiers, long looked for stripes and marks of honour, which are the soldier's pride. That kind of spirit will build up anything.

And those of them that had volunteered for the front, are still fighting the good fight. Some, alas, are no more in the land of the living. We particularly deplore the death, in action, of Mr. Russell, long a Fellow of this University. He cheerfully gave up his quiet, scholastic life, and its even tenor, and readily gave his life at duty's call.

Our brave lads are with us here to-day; give them your blessings and good will. Some, who have earned their degrees, have come in *Khaki* and received their charge. That is the right spirit. When one feels the call and takes to *Khaki*—or to *Gairik*, for the matter of that—the devotee does not doff it till the call is over. I am grateful to General Strange and to Captain Gray, the Commanding Officer of the University Infantry, for letting them come and for allowing them to furnish Bengal's Governor and our Rector his first Bengali guard of honor at the University. The Officer Commanding the Bengal Light Horse has courteously informed me that but for yet

insufficient training and accoutrement his men also would have readily joined in this highly agreeable duty. It is the proudest day of my life; none will be prouder than the day on which I have been privileged to charge in the first *Khaki* Convocation of this University, our pioneer citizen-soldiers, ever in their life and conversation to be worthy of their degrees. It opens out a new chapter in the history of Bengal's manhood towards building up which all true education must tend.

There could be no more appropriate and auspicious a beginning for the new University that will spring up on the foundations laid by us. With materials and reagents like these—good and true, purified and purged,—this modern Phœnix will be more puissant than the fabled bird of old and will herald unparalleled change in thought and ideas. The air is thick with autonomous schemes. What better field of operation can there be for healthy and fruitful principles of autonomy than ours. The University, in the real sense of the term, self-contained, well-constituted, resourceful and comprehensive, able to deal with educational problems of all grades and shades, will be a power in the land and a help to Government. It will be the central national council of knowledge and education, creating, collecting, diffusing and advancing the best that the human mind has evolved and for the uttermost good of humanity. The teacher and the taught and the ruler and the ruled will alike be represented on the widened council, which will have power to reward knowledge and promote advancement of learning and assist in spread of culture. Such an Institution will

capture people's imagination, and enlist their support and work on their salvation. May it be your proud privilege to enjoy full fruition of the new ideals ahead and to assist in their early creation their ordered growth and their healthy advancement.

The sombre black robe of the scholar sits well on our soldier graduates' uniform. It is a symbol, a glorious and fateful symbol; *Jnan* and *Karma*, knowledge and deed, clasping one another in loving embrace, for the world's advancement and good. Go forth undaunted, you, who are so equipped, to your allotted work, with the Mother's good will and blessings and may you ever be worthy of the uniform and the robe as well! May you honor them ever more and be honored because of them, and uphold their dignity and worth. And may you, above all, prove that, if need be, quiet academicians would be ready and able to defend their Sovereign and the Empire, aye, to lay down their lives, if they must, in the glorious cause. To-day I have before me mostly those who, with their professional or their final academic degrees, are prepared to go forth to the world and earn their place in it. And with them, but after them, have I ventured to place our *Khaki* B.A.'s and *Khaki* B.Sc.'s, in recognition of the distinctly advance step they have volunteered to take. Grudge them not this slight recognition in the van, but take it as an omen of good that they are here to keep you company and speed you in your onward path. Hold in a hard grip the roughened hands of your brave brothers and comrades—fearless and loyal—and determined to uphold law and order and

to assist in the overthrow of unrighteousness. Company of the fearless is strength and is a doubly welcome augury, for in the poet's words :—

> " The fearless man is his own salvation;
> His heart for the world is Freedom's throne :
> Though he be outnumber'd hundred to one
> It shall not suffice to daunt his doing :
> If twice or thrice the hosts of wrath
> Should force him back, they will find him ever again in their path."

The 14th December, 1918.

The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E.

Rector.

Before calling upon the Vice-Chancellor to address you I would offer my warm congratulations to all those who by their industry and ability have gained admission to the degrees of this University to-day. May all those who purpose prosecuting further their studies be instrumental in building up the reputation of this University as a centre of learning and may those who are now going forth to seek their fortunes in the wider world which lies beyond its doors ever find the training which they have received during their College days to have been fruitful in fitting them to be useful members of Society and loyal citizens of the Empire to which they belong. I now call upon the Vice-Chancellor to address you.

The 14th December, 1918.

The Hon'ble Sir Lancelot Sanderson, Kt., K.C., M.A., LL.B.

Vice-Chancellor.

YOUR EXCELLENCY,

On behalf of the University and all its members I desire to convey to you our appreciation of your presence here to-day. We recognise that in the person of the Governor of Bengal, we have a Rector who at all times gives his close attention to University affairs and who is ever ready with his valuable assistance, whenever the occasion arises, to further the interests of the University and we extend to Your Excellency our warmest welcome.

LADIES AND GENTLEMEN,

I think you will be glad to hear that I do not intend to inflict upon you a long speech. Owing to the numbers of candidates for degrees and the lack of space, it has been found necessary to hold the Convocation on two days and it will therefore be the privilege of the Vice-Chancellor to make two speeches. The remarks which I wish to make about University affairs generally I will reserve until Monday, and on the present occasion I intend to address myself solely to those who have become to-day, or will become on Monday, Graduates of this University.

In the first place let me offer you my hearty congratulations on the success which you have obtained and a warm welcome to you on behalf of the University.

You have now become members of this great institution, and while it is quite fitting that we should dwell upon the honour which you thereby derive, it is also necessary to remember the responsibility which rests upon you to preserve in every way by your conduct and your life the best traditions of the University.

Inevitably you divide yourselves into two classes, first, those who are proposing to continue academic studies for some further time, second, those who are at the end of their active connection with the University as Students,—who are looking forward to taking an immediate share in some part of the world of affairs, business, administration, Government service or some profession.

For both classes this Convocation is a well marked stage in your career—and it is important for all, but more particularly for the latter class, that you should not ignore or mistake its significance. The opportunities which you have enjoyed during your studentship will not recur, and therefore the taking of your degree is no mere incident. It marks the end of a certain form of opportunity.

Quite probably much that will determine your chances in after life has been already fixed or powerfully affected by your use of the years that are now gone. Let me take two illustrations of what I mean :

1. Have you by this time acquired the habit of intellectual honesty?

I am not referring what you speak but to what you think.

Can you form opinions that are not based upon your mere wishes?

Can you be fair and honest with yourself in your own mind ?

2. Or again : You have all no doubt had some introduction to Literature and in particular English Literature. Some of you may have spent considerable time over this in your under-graduate days. If you have done so in the wrong spirit, if you have regarded it merely as a stock from which you may draw facile quotations or hackneyed references and so become voluminous at will when you write or speak, you have gone far to maim yourself for life. A turgid and affected style is easy to acquire, easy to acquire unconsciously and difficult to throw off.

What have you done for yourselves, what has the University done for you to give you a contempt for that viciousness of style which has been well called " a toilet performed from folly or vanity "?

I trust that you have obtained an appreciation of a plain natural prose which gives lucidity of mind and clear enunciation. For reasons such as these the obtaining of your degree is an important landmark.

The great fact which now confronts you all is that the world expects and requires of you that you should be useful. You have had the benefit of a broad and general education, which, after a spotless reputation and good health, is the most useful

asset a man can have. You have now to select something in particular which will be your life-work and you have the great advantage of deciding not altogether in the dark. Most men have little choice. You at least have had a chance of finding out what your interests and aptitudes are and to know something of the different types of work of which the world has need. I hope indeed that you will make a wise choice of the possibilities that lie before you.

For example I would impress upon you that it is not *absolutely* necessary that you should all be lawyers. It is not even necessary that those who are not lawyers should be Government officials.

Be the one or the other by all means if you are really satisfied that your interests, your abilities and your circumstances make this your best chance of doing something useful and worth doing.

But do not drift into either—certainly not into the legal profession which is already greatly overcrowded—from mere lack of imagination or energy or from an idle desire to follow a beaten track.

It is evident that this country is on the eve of great industrial and commercial development: during the terrible war, which happily is now drawing to a close in a great and complete victory for the British Empire and her Allies, the loss of men, splendid useful men, and the waste of material have been enormous, and it will require all the energy and resources of the British Empire to reconstruct the fabric of the world and civilisation which has been ruthlessly damaged by the conflict which was so wantonly and deliberately brought about by the late German Emperor and his people.

There will, I think, be opportunities for every man who is willing to work and who can show himself capable and fitted to be trusted. Try therefore and make up your mind what it is you want to do with your life; keep your object constantly before you, live for it, work for it in all sincerity and with all your ability, then, sooner or later success will attend your efforts, and you will be rewarded by the contemplation of something accomplished, something done, and a consciousness that the training which you received at your University has been brought to a full fruition.

But in this connection perhaps the most important thing that can be impressed upon you is that you are not at the end of your education. On the contrary the degree which you have obtained at this Convocation means only that you have made a reasonable start.

Much of what you have learnt will be found to be valuable only as a mental exercise and as a key to further knowledge. You ought to have *learnt* from it *how to learn.*

Unless you can use it for this purpose you are not educated at all. There are many different ways of throwing away good fortune with both hands, but none of them can compare for tragedy with the folly which rests content because it thinks it has learnt enough.

One of the most important uses to which a University education can be put is to use it as the foundation for a technical and specialised education.

The technical knowledge that has no solid basis is generally a miserable outfit. But if your degree

is not a sham, you should at least have the basis for some special education.

Moreover, to be a specialist in something, to understand some one thing really well, is the surest way to consolidate and even to widen our general education. And there is no limit to the number of specialities :—Engineering, mechanics, chemistry, agriculture and many other things are open doors through which your knowledge can advance and beyond which lie a thousand opportunities of usefulness of what Bacon called "the relief of man's estate."

"The greatest error," he says, "of all the rest is the mistaking or misplacing of the last or furthest end of knowledge. For men have entered into a desire of learning and knowledge, sometimes upon a natural curiosity and inquisitive appetite, sometimes to entertain their minds with variety and delight : sometimes for ornament and reputation : and sometimes to enable them to victory of wit and contradiction : and most times for lucre and profession, and seldom sincerely to give a true account of their gift of reason for the benefit and use of men. As if there were sought in knowledge a couch whereupon to rest a searching and restless spirit ; or a terrace with a fair prospect.. ...but not a rich storehouse for the glory of the Creator and the relief of man's estate."

Finally, I would draw your attention to one fact, which will render your studentship years for ever memorable.

During the whole, or at any rate the greater part, of the time in which you have been students,

the world has been subject to the terrible ordeal of the greatest War which mankind has ever witnessed. This in itself must have been an education to any thinking man. You have seen splendid brave unselfish men and women making the supreme sacrifice and laying down their lives in hundreds of thousands —the most magnificent sacrifice the world has ever seen—and for what purpose?

In order that the liberty of the world should be preserved—in order that civilisation might be maintained—in order that you and I might live.

But for this superb sacrifice your University education could not have been possible, and even if it could have taken place, it would have been of little value, unless liberty, truth and justice which are the foundation of the British Empire could have been preserved.

What lesson then has this for us who have been thus safeguarded?

Surely that we owe it to the brave dead and wounded, who have fought our battle, that we who are allowed to live will make the best use of our lives, that we will not allow ourselves to be engrossed in purely selfish ends, that we will do our best to uphold the traditions and principles for which they fought, that we will by thought, word and deed preserve our loyalty to His Gracious Majesty the King-Emperor unsullied and intact, and will do our best to weld this country more firmly than ever with the great British Empire, upon which its future prosperity and welfare depend.

The 16th December, 1918.

The Right Hon'ble Sir Frederic John Napier Thesiger, P.C., G.C.S.I., G.C.I.E., Baron Chelmsford

Chancellor.

YOUR EXCELLENCY, MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

I am delighted once more to meet you as your Chancellor. I was unfortunately prevented by pressure of work from presiding over your Convocation during my visit last year. That could not be helped, but it had the great advantage of enabling His Excellency the Governor to introduce himself to you as your Rector.

And now let me recall to your minds what I said to you on a former occasion. Two years ago when I presided over this Convocation for the first time, I announced to you my intention to appoint a Commission to investigate the problems relating to your University. I said then that the composition of the Commission should be of the strongest possible character on the educational side and that educational problems should be considered with a single eye to educational efficiency. The Commission was appointed and no one can say that its *personnel* does not possess the strongest educational qualifications. For a whole year under the distinguished Chairmanship of Dr. Michael Sadler it has been investigating your problems and preparing its report. We are all

looking forward with intense interest to the publication of that report, and I feel confident that it will be worthy of the distinguished gentlemen who have given their labour and minds to this great task. For myself I should like to say that if the members of the Commission are unanimous in their main recommendations, I shall lose no time in giving effect to them. It would be futile to appoint a Commission of such strength and eminence and then pigeon-hole their suggestions. I hope that the course I propose will meet with general approval and that I shall have the support of His Excellency your Rector and of his Government. I am perfectly conscious that there must be some criticism and opposition to what may be proposed in the nature of reforms, but that is only to be expected. In a matter of such complexity it is scarcely likely that general unanimity on the part of the public can be secured. But I would ask those who feel themselves constrained to take up an attitude of dissent to weigh carefully the questions in issue as a whole before they make up their minds. Let me state them briefly and broadly.

In the first place, you have in this University a student population which is the largest of any university in the world and without a parallel. You have some 23,000 students preparing for university degrees, and those students are not concentrated in Calcutta, but dispersed over a wide area. This vast multitude is under the control of a single organisation. It pursues the same studies, assimilates the same text books, and goes up for the same examinations. Moreover, as if this were not a sufficient task for one governing body, the same body is

responsible for the care of more than 600 schools. Again, of these 23,000 students some 19,000 follow purely literary courses which lead only to clerical and legal careers. I will repeat to-day what I said to you two years ago: "So long as students think that the only avenues of employment are in the legal and clerical professions, so long shall we get congestion and overcrowding in those professions with consequent discouragement, disappointment and discontent."

Once more, when I had the opportunity of visiting you, I was much struck by the fact that a large number of students seemed to be doing work which should have been done at school and not in a university. If this be so, it must necessarily follow that the colossal numbers of your University are in some measure due to the influx of students who should still be undergoing their school course; and the consequent strain on the administrative and teaching organisation can well be imagined.

Once more, your University has, in large measure, followed the lines of development of London University. It began by being an affiliating University and as such confined itself to the conduct of examinations. Like London University it realised that this was not the primary function of a university, and it began to graft upon itself the function of teaching. Again, like London University it found —I think I am not putting this too strongly—that such a material change could not be effected from within, and that external help was necessary if true reform was to be effected on sound lines.

These facts, and I have confined myself to what

will leap to the eye of any observer, should give us all cause to think, and they bring out that which I hope the general public will realise, the colossal character and complexity of the problem which Dr. Sadler and his colleagues have been asked to solve; and surely no one can doubt that the time is ripe for a solution of this great question. Education lies at the root of most of our difficulties, and, if we are to advance surely along the path of constitutional reform, we must see to it that we put our educational system on the soundest basis.

The time then is ripe for reform in this matter. But coincident with Dr. Sadler's Commission, another Commission has been sitting investigating the openings for the profitable employment of Indian capital in commerce and industry. But we do not want merely Indian capital, we want Indian men, and not Indian men only as labour but as leaders who will turn their attention to industrial enterprise and equip themselves for a great industrial regeneration in India. We want to see men devote themselves to scientific research. We want to divert some of the great stream of students, which now pours into channels leading only to the clerical and legal professions, into channels which will lead to industrial and commercial enterprise. We have now before us the Report of the Industrial Commission which tells us how this may be done I can assure you that in the case of this Report, too, I have no intention of letting its volumes moulder upon our shelves. Action has already been taken upon it, and before a year elapses I hope to see the foundations laid of a scheme for progressive industrial

development in India. But let me once more emphasise the point that it is men that we want to do this thing. If the men are forthcoming, there will be no difficulty about money. Capital will go where it sees possibilities of advantageous use. I have every confidence that we shall see this industrial renaissance come about and where could it more fitly be inaugurated than in this the premier University in India? I commend this to you all. These two Commissions will have furnished us with information of what can be done and how best it can be done. It only remains for us to obtain your co-operation. The *personnel* exists among you, if only it will equip itself for this great task.

And now I come to some more personal aspects of your University life. I cannot omit a tribute to the work of Sir Devaprasad Sarvadhikary, your late Vice-Chancellor whose faithful discharge of his stewardship during a prolonged tenure of office cannot have been accomplished save at the cost of much time which would otherwise have been devoted to the calls of his profession. It is a matter for congratulation that his labours in the cause of education have been recognised both by the King-Emperor and by British Universities. His period of office coincided with the new problems and unusual difficulties associated with the War, and he proved himself alive to the spirit of the times by the enthusiasm he displayed in supporting the creation of a University Corps embodied in the Indian Defence Force. I trust the impulse which led to the introduction of this new and valuable feature in your University life will not die away and that you will all continue to

take a pride in the discipline and efficiency of your University Corps. Your present Vice-Chancellor, Sir Lancelot Sanderson, has undertaken the duties of this office, with the greatest self-sacrifice, in addition to the heavy work and responsibility involved in his official appointment, and I regret to say to the detriment of his health. He deserves the gratitude of all who are interested in this University. And here I would make a general observation. During the sixty years of its existence your University has enjoyed the gratuitous services of a succession of illustrious and busy men who have not hesitated, when called upon, to shoulder a difficult and often thankless task and to furnish to its *alumni* a bright example of untiring public-spirit. The work yearly increases in volume and complexity and the question arises whether the time has not arrived when the University should claim the services of a Vice-Chancellor who can devote his undivided attention to its welfare.

Among the great men eminent in your records is one who has passed away during the last few days and whose loss casts a gloom over our proceedings. The memory of Sir Gooroo Das Banerjee, the first Indian to be selected as your Vice-Chancellor, will long be cherished among you. His image will rise to your minds as that of one who, even in extreme old age, retained a buoyancy of demeanour, an alertness of intellect, which one looks to find among men entering on the prime of life. More than that, he was a living refutation of the view that Western lore is incompatible with Eastern simplicity and manners. He had drunk deeply at the wells of Western

thought and science. Yet he held firmly to all that is best in the civilisation wherein he was born. He has left an example to us all—modest, untiring, cheerful and large-hearted to the end.

Let me now address myself to the recipients of degrees and other students who are present and through them to the many thousand of students who throng the colleges of this, the largest University in the world. When I turned over in my mind the topics that might be helpful and inspiring to them, I was naturally led to think of that mighty event which during the last few weeks has filled all our hearts with thankfulness to the Almighty. It is to the God of Justice that we owe our victory in this world-wide war. But we may well look to the instruments through which His purpose has been accomplished. The German nation had for forty years been growing in power, wealth and influence. Among other things they possessed an old-standing and in many respects admirable system of education. But that system and indeed their whole national life were tainted by false aspirations and visions. Their great thinkers preached the loftiest and most liberal ideals. But those ideals had no foundation, in fact, no echo in the national life or in the real doctrines with which the youth of the country were insidiously inoculated. What were those doctrines ? They were that an aggressive egoism is a necessity of life, that war is an indispensable agent in policy and civilisation, that it is legitimate to use violence in order to upset the existing order of things and that, in accomplishing his end, all means, however vile, treacherous and cruel, are pardonable and indeed hallowed.

Individual culture must yeild to national *kultur*—the subordination of all knowledge to the service of lawless force with a view to the enslavement of the world. Bismarck had said that imagination and sentiment are to science and intelligence as are tares to wheat—things to be weeded out and burned. The mission of the German University has been described as the creation of a bodyguard of intelligence for the Hohenzollerns. And now, I ask what are the instruments through which this terrible theory of life has been defeated? It is first the honest and hearty co-operation of all classes and creeds among peoples who deprecate such false ideals. And none has rendered better service than the variety of nations which make up the vast British Empire. From every continent they have gladly flocked, knowing that they lived under a reasonable dispensation which sets justice and toleration before force and a grinding uniformity. Not least has India risen to the occasion. At the very beginning of the war she was stripped of men and munitions and she has continued to send her tens of thousands of sons to fight, often to perish, in the various theatres of war. And why was there this spontaneity of effort to preserve the Empire? Why have our Colonies, our Ruling Princes and all our wide dominions poured forth men and money in its defence? Because its motto, unlike that of the Germans, is "Live and let live," "Maintain the peace, but maintain also the common rights of man."

Secondly this war teaches us the great lesson of discipline. Without discipline, both individual and

national, our cause would have assuredly been lost. But man has subordinated himself to man, nation to nation, and hundreds of thousands have at the bidding of duty, not only undergone unheard-of privations, but advanced cheerfully to certain destruction. Britain was utterly unprepared for a war on land; and it was the sense of discipline, instilled in her schools and unconsciously in her public life, that led her people gladly to impose on themselves the unwonted and to many unwelcome yoke of conscription. It was this sense of discipline that nerved our tiny army fighting in France in the autumn of 1914, and kept up its spirit even while it was recoiling under the blows of overwhelming legions. It was this same sense of discipline that saved the world again in the early months of this year, when the eastern German armies, released from Russia, struck blow after blow in their second rush towards Paris and the Channel Ports. The same sense inspired the armies of our glorious Allies and, above all our fleet, who doggedly persevered in the often unappreciated task of keeping the seas open, depressed by the ever-waning chance of meeting their foe fairly and squarely in order of battle. The same too steadied the nations in those awful crises when a stricken Europe lowered her head before the storm—those terrible pauses when it seemed as though calamity had but begun, and when the vanguard clouds—

> Had spent their malice and the sullen rear
> Was with its stored thunder labouring up.

Unity, discipline and, I may add, loyalty

have been the instruments through which the good cause has triumphed. And now a word of caution. We have got to face the appalling task of reconstruction, and those same qualities which have served us faithfully in war must again be exercised if we are to deal successfully with the problems of peace. The self-denial, the reasonableness and the enthusiasm which they involve will be displayed in other ways but are equally essential whether in Europe or in India, in matters of domestic concern or in matters touching the whole fabric of our Empire. We can advance to meet these questions strong in the faith which that Empire's record in the war has justified inspired by the ideals which our sword has vindicated going forward in a spirit of mutual self-respect, quickened by the memory of what we have together done, united in our devotion to the King-Emperor. The qualities which have served our people and our Allies so well in the war and which are essential for success in the task now before us are not to be acquired in a day, nor without serious and consistent endeavour. Their foundations must be laid in the home, the school, and college. Obedience to parents and to teachers, assiduity in study, punctuality in habits, the cultivation of the true instincts of sport in the playing field and hearty co-operation with fellow-students and instructors—these are the things which fit youth to tackle the problems of life honestly and effectively. Some of you may think that the petty round of daily existence hardly affords scope for the cultivation of the highest qualities, and that something more than constant attention to detail of this

sort must be required in order that great achievements may eventually be accomplished. But this is a mistake. It has truly been said that though life is made up of details, life itself is not a detail and I can assure you that especially in the plastic period of youth, no daily occurrence is too trivial, no action too small for the gradual welding together of that superlatively important fabric—human character.

The 16th December, 1918.

The Hon'ble Sir Lancelot Sanderson, Kt., K.C., M.A., LL.B.

Vice-Chancellor

YOUR EXCELLENCY,

I desire to express on behalf of the University the gratification which all the members thereof feel by reason of the presence of Your Excellency the Chancellor here to-day.

When in 1917 you presided at your first Convocation you said that you hoped we should find in the Chancellor one who would at all times take the liveliest interest in the Professors and students and their welfare.

All who have had any intimate knowledge of the affairs of the University have appreciated how the hope, then expressed, has been realised to the full, and Your Excellency's presence here to-day is another outward and visible sign of the whole-hearted interest which you, as Chancellor, take in the welfare of the University.

LADIES AND GENTLEMEN,

I am happy to be able to tell you that it will not be necessary for me to detain you at any great length.

In the first place, I wish on behalf of the members of the University to offer our hearty congratulations to those who have this day had the honour of receiving degrees and to extend a warm welcome to

those of you who have to-day become Graduates of this University.

I had an opportunity on Saturday of making a short speech which was intended to be addressed to all who have become Graduates at this Convocation, whether on Saturday or to-day, and I do not intend to take up your time by repeating my remarks on this occasion. I merely refer to this in case you may wish to do me the honour of reading the speech. I will therefore content myself with offering to you, who have this day been honoured with a degree, our best wishes for the success of your future careers, and with expressing the hope that they may be a source not only of happiness and credit to yourselves but also of much usefulness and honour to the State.

Since the last Convocation which was held in March of this year, there has been no radical change or development in the policy governing the affairs of the University. It should be noticed however that, on the 23rd of March, 1918, the Senate finally considered the report of the Committee appointed to frame Regulations to provide for Examinations in Agriculture, Technology and Commerce and accepted the proposal. This was submitted to the Government of India, which has intimated that the matter would not be decided until the views of the University Commission had been obtained.

The question of compulsory training in Drill in all recognised Schools and affiliated Colleges has been referred by the Senate to a Committee.

The matter of the insertion of a new Chapter in the Regulations with respect to a Diploma in Spoken

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English was considered and adopted by the Senate. This matter also has been referred by the Government of India to the University Commission.

A scheme of advanced study in Indian Vernaculars for the M.A. Examination has been accepted by the Senate.

The elimination of Arabic from the I.A. and B.A. Pass Persian Courses has been sanctioned. Nepali has been included in the list of Vernacular Languages and certain changes in the Syllabus of English, Pali, History and Comparative Philology for the M.A. Examination have been effected.

The Senate has accepted the proposed amendment of the existing Charters and Statutes of Serampur College.

We are awaiting the report of the University Commission, which no doubt will entail very considerable changes in this University. It would be useless for those in authority to attempt to undertake any vital change or development until the report of the Commission has been received and considered and until we know what steps the Government propose to take in connection therewith.

Since I became Vice-Chancellor in April last, my main object has been to try and improve the efficiency of the administration as far as the Regulations and the conditions under which the University is at present governed, will permit. I must however impress upon you that progress in that direction to any great extent is, in my opinion, not possible at present. This is not from any want of energy or hard work on the part of those responsible for the government of the University.

I desire to pay a tribute to all who give their time to the work of the University whether it be in the Senate, the Syndicate or the other very numerous bodies, which constitute the government of the University and especially to the members of the Syndicate from whom I have received great and constant assistance.

The conclusion however has been forced upon me that the system upon which and the machinery by which the University is run are in many respects out of date.

Doubtless it was possible to govern the University efficiently some years ago under the existing system and Regulations, but the growth of the University has been so great that I consider the machinery is now unsuitable and in order that the administration of the University may be made really efficient, new machinery must be provided.

I hope that the University Commission will have dealt with this in their report.

This is not the occasion for entering into any details, but I will give you one instance of what I mean.

The responsible Officers, including the Vice-Chancellor, have so much work, which is more or less of a routine and comparatively unimportant character, thrown upon them that they have little time to devote to general supervision and to the more important matters which in such a University as this ought really to have almost their entire attention.

You will say why should this be so, why not delegate the comparatively unimportant work to subordinate officers? And the answer is that under

the Regulations as they exist this cannot be done: an alteration of the Regulations is inevitable and it will be a big undertaking and it is no use trying to do it piecemeal. I may here incidentally remark that the amount of work which falls to the lot of the Vice-Chancellor is now so great that in my opinion no one can, under present conditions, fulfil the office of Vice-Chancellor properly or to his own satisfaction unless he can give his whole time to it, and I hope the apointment of a whole-time Vice-Chancellor will be one of the University Commission's recommendations.

We have however done our best and I am glad to say that in one important respect improvement has been effected.

I refer to the University Office and the business in connection therewith and for this improvement we are undoubtedly largely indebted to the Offg. Registrar, Mr. K. L. Datta. This gentleman is known to you all as a man who has filled high and responsible office under Government and is of great business and administrative experience and when the late Registrar took his well earned leave prior to beginning his work as Professor of Botany, we were fortunate enough to obtain the services of Mr. Datta who undertook the work from a patriotic sense of duty. The Offg. Registrar has worked very hard, I am afraid somewhat at the risk of his health, and he has succeeded in bringing about considerable improvement not only in the Office but in the business arrangements of the University generally. But in this matter there is still room for much improvement, which I think can only be

brought about by considerable alteration in the Regulations and reorganisation.

And here, I should like to express to Dr. Brühl, the late Registrar, the thanks of the University for the valuable work which he did while he was Registrar.

All will agree that his devotion to the University was absolute and untiring, and personally I am much indebted to him for the assistance which he gave to me when I became Vice-Chancellor.

We have now in Rai Bahadur A. C. Bose, a Controller of Examinations, who is of great assistance in the administration, but here again, the two departments of the Registrar and the Controller of Examinations, overlap in many respects, and but for the harmonious way in which the two gentlemen have worked together this might have caused serious dislocation.

In 1917 a Committee of the Senate was appointed to deal with the reorganisation of these two Departments, but owing to various causes the report has not yet been received, but I hope that before long this question will be fully and effectively dealt with.

As to the future, much is expected from the University Commission's report. We do not yet know, of course, what will be the upshot of it.

Personally, I should like to see the sphere of usefulness of the University greatly extended.

At present the University performs work, which in some respects would naturally be done by an Education Department of the Government, and as to which it is largely dependent upon the assistance of

a Government Officer, *viz.*, the Director of Public Instruction.

It further encourages Research work, and carries on a system of valuable Post-Graduate Teaching: but mainly it is a great examining institution. In my opinion, the matter which should occupy our serious consideration in the future is the extension of the influence, which the University should have upon the students. There must, of course, be examinations, but the result of examinations and the acquirement of actual knowledge are not the only aim and object of this great University.

There are other things of equal importance, and one of them is the opportunity which the University affords or should afford for developing the character and qualities of individual students.

Such qualities must vary according to the individuality of each student. It will be found that some students are not good at examinations, though they may possess qualities which, if developed, are just as valuable as those possessed by the students who have no difficulty in passing any examination.

I will give you an instance of what I mean. I have in my mind a man who went to Oxford from a great Public School; he must have passed the Entrance Examination otherwise he would not have succeeded in entering the University. But I do not think he ever succeeded in passing another examination and he certainly never took his degree. Yet he was one of the greatest influences for good in his time. So much so that though he never passed an examination after he went to the University, he

stayed there 5 years and at the end of his time the Principal of his College begged him to stay another year, on account of his character and good influence over other under-graduates. I ask you to consider what this man learnt at the University. He discovered that, unknown to himself, he was a born leader of men—and that quality was developed and increased by his life at the University. So well did he lead them that he pulled his college out of the ruck, he became President of the University Boat Club and was at the head of everything that was manly and good in University life. You may ask what became of him afterwards?

He served with distinction in the South African War and earned the D.S.O. He has commanded his regiment in France, and has been decorated with the cross of the French Legion of Honour.

Not a bad record for a man who had the greatest difficulty in passing any examination.

There must be students in the University who, if given the chance, would develop great and valuable qualities even though they be not experts in passing examinations.

Consequently I should like to see the corporate and social life in the University encouraged and increased and more scope than there is at present for such men as I have described to develop the great qualities of courage, self-reliance and leadership.

In this connection I value highly the enrolment of the University Corps. I think it will prove a

very valuable asset to the University and it should receive the support of all.

The Committee and the Joint Secretaries, Dr. S. P. Sarbadhikari and Professor T. S. Sterling, the men themselves and all connected with the Corps are to be congratulated on the good progress which it has made in spite of difficulties and I venture to think that our munificent benefactor Sir Rashbehary Ghose will find that among all his generous gifts to the University, the donation of Rs. 10,000 to the University Corps will prove to be not the least valuable.

I am glad to say that I am informed that there is a strong probability of the Corps being placed on a permanent basis.

I feel sure that the Corps will go far by the training and discipline, which it affords, to equip the members thereof for the parts which they will have to play upon the stage of the world.

Now that the chance of Indians taking a greater part in the administration of the affairs of the country appears to be probable, the development of character, of manly, courageous and self-reliant men seems to me perhaps the most important object at which those who control the affairs of the University should aim.

He who is to take part in administration must have education, and that upon a broad and liberal basis: but the development of character and independence is an important part of his education. Such a man must have the capacity of increasing his knowledge and applying it in a proper and effective manner; but it is all important that he should have acquired the quality of courage and be

able to take the course which he is convinced is the right one, even though he is aware that it is not the popular one.

As regards the finances of the University you will have gathered from the Budget which has recently been passed and the speeches which were delivered at the meeting of the Senate, that the finances of the University require attention. It is for this reason that the Syndicate recently passed a resolution requesting the Board of Accounts to take in hand forthwith the next Budget with a view to providing ways and means for the future. When the Board's report is made, it will be for the University authorities to consider how the further revenue, which is undoubtedly required, is to be raised.

By the death of Sir Gooroo Dass Banerjee, the University has sustained a great loss. He was appointed a Fellow of the University in 1879 and he served as Vice-Chancellor from 1890 to 1892. His interest in the University and in all connected with it was unlimited, and his zeal for its welfare was unbounded. There is no doubt that we have lost a great and valued friend, and the students who were his particular care, will bewail his death. He was a great scholar and a man who devoted his whole life whether as a Judge of the High Court or in other capacities, to the public service, and he will always be remembered as one of the foremost men of his time. But by those who knew him personally, his memory will be treasured mainly on account of his engaging personality, his simplicity and sincerity, his unfailing courtesy and kindness of heart.

Truly he was a great gentleman; let the memory of him remain with us as an example of how a *man's life should be lived.*

The University has suffered a further loss through the lamented death of Colonel R. Bird, one of the most eminent Surgeons of the day. He was appointed a Fellow in 1904 and was attached to the Faculty of Medicine. He was a member of the Board of Studies in Medicine and of the Board of Examiners for many years.

Mr. T. T. Williams and the Hon'ble Rai Bahadur Dwarka Nath have resigned their Fellowships, the former through being called to military duty and the latter in consequence of the establishment of the University at Patna.

The University has been fortunate in receiving several valuable gifts by way of endowment.

(1) The late Babu Nabakristo Kar bequeathed to the University Rs. 1,000 for the purpose of creating an endowment for the annual award of two silver medals, to be called " Nabakristo Kar Medals "—one to be awarded to the student obtaining the highest number of marks in Chemistry at the I.Sc. Examination and the other to the student standing first in Sanskrit at the Matriculation Examination.

(2) The Secretary, Dr. J. N. Datta Farewell Committee, made over to the University 3½ per cent. Government Promissory Notes of the nominal value of Rs. 1,000 for the creation of an endowment for the annual award of a silver medal, to be called " Dr. J. N. Datta Medal " to the student who stands first in Bacteriology and Pathology in the Final M.B. Examination held in April.

(3) The late Mr. Rabindranath Datta, who was a University Professor, bequeathed to the University *Rs. 10,000 for the purpose of creating* an *endowment for the award of a Post-Graduate* Scholarship in English Literature in memory of the deceased's maternal grandfather, the late Babu Upendranath Mitra who was an eminent lawyer.

(4) On behalf of the Assam Students' Conference, the Hon'ble Mr. Justice Mookerjee, Kt., C.S.I., has placed at the disposal of the University, Government Security for Rs. 1,100 for the creation of an endowment for the award of a gold medal to be called the "Anandaram Barooah Medal" to the author of the best thesis or record of original work on a prescribed subject relating to Sanskrit Learning.

(5) Rai Bahadur B. N. Das, Professor, Dacca College and a Member of the Senate, placed at the disposal of the University 3½ per cent. Securities of the nominal value of Rs. 2,000 for the creation of an endowment for the annual award of three silver medals to be called (1) the "Siddheswar Medal" to be awarded to the student passing the M.A. Examination in Sanskrit with the highest credit in the paper on Bhagabat Geeta, (2) the "Santamani Medal" to the best lady-graduate of the year, and (3) the "Pasupati Medal" to the successful candidate standing first in Surgery at the M.B. Examination.

(6) Babu Adharchandra Mukherjee, M.A., B.L., a Member of the Senate, has placed at the disposal of the University Government Promissory

Notes amounting to Rs. 17,000, to be utilised in the following way :—

Rs. 2,500 for the annual award of a Gold Medal for the best student in History at the M.A. Examination.

Rs. 2,500 for the annual award of a Gold Medal for the best student in Bengali.

Rs. 2,500 for the annual award of a Gold Medal to the author of best thesis on Ancient Indian History.

Rs. 1,500 for the annual award of a prize of books for the best successful candidate at the Matriculation Examination, from the Saradaprasad Institution, Chakdighi.

Rs. 8,000 for a Lectureship in Letters or Science.

(7) The Maharajah of Cossimbazar has proposed to place at the disposal of the University Rs. 10,000 for publication of texts in Indian Vernaculars.

(8) Professor S. C. Ray, M.A., has offered to place at the disposal of the University Rs. 10,000 for the creation of an endowment for the best thesis on Indian Sociology and Economics.

In conclusion, I should like to take this opportunity of expressing my appreciation of the good work which has been and is being done by this University, and my conviction that there is in store for it, when reorganised and reconstituted as I feel sure it will be, a future of still greater usefulness and more extensive influence upon the future generations of this country.

The 2nd January, 1920.

The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E.,

Rector.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

My first words must be words of congratulation and of good wishes to all those who have received their degrees at your hands, Mr. Vice-Chancellor, this afternoon. The future which lies before them possesses all the fascination of the unknown. In the evolution of nations we observe a process similar to that of the systole and diastole of the human heart, periods of contraction alternating with periods of expansion. That one of the periods of expansion has set in must be apparent to all. A wider and more varied life than was open to their predecessors awaits the students of to-day. And with wider opportunities come greater responsibilities. Had I come here to-day to deliver a sermon, it is upon that text that I should preach. But since I have not come here to stand in the pulpit—at least I hope that in what I am about to say you will not regard me as doing so—I content myself with wishing them well. They have my sincere good wishes, one and all for their future.

I now pass on to other matters; and it is obviously appropriate to the occasion that I should devote my remarks to that particular aspect of the national evolution with which the educationalists of the Presidency are most closely concerned.

Since Convocation last met there has been issued the Report of the University Commission—a Report which every one, whether he agrees or disagrees with the recommendations made, will recognise as an outstanding landmark in the history of higher education in Bengal and as an event which is destined to affect profoundly the whole future, not merely of the educational institutions themselves, but, what is of far greater importance, of the people of this land. The proposals put forward in the Report will excite much discussion and possibly some controversy, and amid the dust and din aroused there is some danger, lest the really vital and essential object which the Commission have in view may be lost sight of. We shall all find ourselves considering, discussing, supporting or opposing the various proposals made by the Commission for the re-designing and re-construction of the actual structure of the temple of learning; and engrossed as we shall be in the consideration of this task—the importance of which I do not for a moment under-estimate—we shall have to beware, lest we lose sight of the really important matter, namely, the precise nature of the divinity for whose habitation the temple is being built. The report of the Commission itself deals of necessity so fully and in such wealth of detail with the measures of re-organization which it advocates

that a casual perusal of it might leave the reader under the impression that even its authors had their attention rivetted more closely upon the temple which they wished to see built than upon the being that was to occupy it. Nevertheless, any such conclusion would be a grave injustice to the Commission, as a careful study of the Report will show. For example, it is pointed out therein that the clear intention of the statesmen, who were concerned with the problem of education in British India in the middle of the 19th century, was to devise a system which would work out in India "a harmonious combination of Eastern and Western civilisation." And scattered here and there throughout the pages of the Report are to be found statements, which leave no room for doubt, that the Commissioners themselves are imbued with the vital importance of shaping the University system in Bengal towards that goal. They quote with approval the assertion of the late Professor Trivedi that India to-day "is striving to bring forth a type of Indian humanity which, broadly and securely based upon the foundations of its own special culture, will assert itself in the presence of the manhood of the world;" and after pointing out that the University training which is provided for the students to-day, is "almost wholly unrelated to the real thoughts and aspirations of their minds," they go on to state categorically that "the future of India depends upon finding a civilisation which will be a happy union of the Hindu, Islamic and European civilisations." Here we have stated in no ambiguous

terms, the vital and essential problem which awaits solution at the hands of the intellectual leaders of the people. A system of education which is calculated merely to make of the Indian student an imitation European, is fundamentally unsound. It can only end in creating an educated class incapable of drawing inspiration from its own environment, and doomed, therefore, like a plant uprooted from its natural surroundings and transplanted to a foreign soil, to fade and wither into decay. No one will deny for one moment the immense service which Western science and learning have rendered, and can still render, to India. But assimilation is one thing and imitation is another; and the civilisation of the West can only be of true value to India to the extent to which she can assimilate it without discarding what is fundamental in her own civilisation and drying up the roots of her own peculiar genius. Upon the urgent necessity of striving after a real synthesis between the thought, the culture, the civilisation of East and West, I have consistently laid stress; and I am convinced that unless we keep this supreme necessity constantly before our eyes, all our efforts at reconstruction must be lost in the barren wastes of the artificial and the unreal, just as the waters of some of the rivers of the Asian Continent dry up and perish in the vast expanses of sterile desert through which they are doomed to wend their way. It is because I believe that it is to this end that the University Commission have framed their recommendations, that I invite for

them the support of all who are concerned for the future of Bengal.

Of course a great scheme of reorganisation cannot be carried through without dislocation and inconvenience; yet those who have served the existing University, and by their devoted labours have succeeded in effecting so much under a system which admittedly suffers from such grave defects, will surely be ready, in spite of all inconveniences, to work whole-heartedly for the removal of existing weaknesses, the improvement where necessary of the present structure, and the construction of such additions to it as may be required. I hope that the report will not be regarded as the verdict of a jury sitting in judgment upon those who have carried on the work of the University up to the present time. Any such view of it would not only be extremely unfair to its authors, but would necessarily militate against its recommendations being considered upon their merits. The Commission have not been out to criticise or to destroy. Their purpose has been to examine in the light of up-to-date experience elsewhere, the system of university education in this country, and to appraise its results. Such condemnation, as the Report contains, is condemnation of a system and not of those who have worked under it. This is so obvious to any one who has studied the Report that I should not have thought of alluding to it, had it not been for the fact that I have observed a tendency on the part of some to see in the Commission a body of fault-finders and iconoclasts bent upon sweeping

away a cherished institution. Let us all disabuse our minds of any such idea.

To my mind one of the most striking features of the report is the fact that the recommendations made are not so much recommendations of the Commissioners themselves as the recommendations of the educationalists of this country. They have been adopted rather than originated by the Commission; and may fairly be said, therefore, to follow the trend of enlightened opinion in Bengal. Take, for example, the proposal to treat the first two years of the present University course as the conclusion of the school rather than the beginning of the University stage. I doubt whether there is an experienced teacher in Bengal who will not assert that by far the greater number of students who come up from the high schools, are insufficiently equipped to benefit fully by University teaching. If a defective knowledge of English stands in the way of their following lectures with understanding, how can they be expected to assimilate the knowledge which the lecturer seeks to impart? And if this be admitted, it is obvious that the stage in the education of a student at which a University system of training now begins, must be postponed, and the methods of school teaching be prolonged. The Commission point out the obvious way of remedying the present evil, namely, by treating the first two years of the present University course as the completion of the Higher School stage. The present intermediate examination would thus become the termination of the school course and the beginning

of the students' University career. Besides presenting young men better equipped in every way for undergoing a proper University training, this reform would have the additional advantage of providing the young man, who did not aspire to a University career, with a self-contained course at the end of which he would be in a position to branch off into other walks of life for which specialised, though not necessarily University, forms of training, are required. It is notorious that large numbers of students do not proceed beyond the Intermediate stage even now, thus showing that there is a definite demand for a self-contained course of liberal education of a higher school type, corresponding to that provided by the Public Schools of Great Britain.

I have heard it said that there are persons who, while accepting generally the views of the Commission on this question, ask why the control of the proposed Intermediate Colleges should be taken from the University and handed over to a board. The answer to that question is surely a very obvious one. The work of Intermediate Colleges will no longer be University work; it will be Higher School work. And I know of no University in the world which burdens itself with the control of school work as distinct from the work which lies legitimately within the University sphere. If the recommendation had been that the Intermediate Colleges should be handed over to a Government Department, I could have understood the objection. But the recommendation is of an entirely different nature, namely, that a Board largely non-official in its

personnel, should be established to exercise general control over the Higher School training, just as the University will direct and control the whole of that part of the educational system which lies within the University sphere.

There is one other idea which seems to me to stand out prominently in the pages of the Report, namely, that of making of the Calcutta University a real teaching institution. After all, that is merely giving extended application to the principle which was given sanction in theory by the Act of 1904, and was given effect to by the University itself when it took upon itself the responsibility for Post-Graduate teaching two years ago. I was myself a convinced supporter of the cause so powerfully championed by the Hon'ble Sir Asutosh Mookerjee at the time, and in my capacity as Rector I gave to it all the support which was within my power. I did so because it seemed to me to be essential to any sound system of education that those who were charged with the teaching should have a much greater degree of control over the courses of teaching than was possible under the system of affiliated colleges, whether the staff of each college was obliged to cover the whole of the ground necessary to enable its students to enter for a series of examinations held by the University, in the discharge of its functions as an Examining Board. But the University is handicapped by having to confine its teaching to Post-Graduate students. Let me illustrate what I mean. So long as the University is thus restricted, a

teacher of eminence like Sir P. C. Ray has no chance of bringing his influence to bear upon any but mature students who have already obtained their degrees. That constitutes a loss both to Sir P. C. Ray himself and to large numbers of young scientists who might benefit immeasurably from his ability if the system permitted him the wider scope which it is the object of the recommendations of the University Commission to give. It would be easy to expatiate at great length upon this aspect of the recommendations of the Commission alone; but to do so would be to travel beyond the purpose of my present address which has been to invite attention to the goal at which the Report of the Commission aims, rather than to discuss in any detail the nature of the different paths marked out in it as the best avenues of approach. I hope that these latter will be examined on their merits. The time is ripe for a concerted effort on the part of Government and the public to lift the educational chariot out of the ruts of past routine. A sense of the immensely important part which a University should play in the life of a people is in the air. Less than a year ago I had the satisfaction of unveiling two statues erected to mark the public-spirited generosity of two munificent patrons of the University—the late Sir Taraknath Palit and Sir Rashbehary Ghose. To-day I am in the happy position of being able publicly to acknowledge a further magnificent gift to the University by Sir Rashbehary Ghose. By his present gift of Rs. 11,43,000 he is enabling the

University to undertake new and most important work in the domain of technology, and he is rendering a service to his country which excites universal admiration and which I hope will challenge emulation. As Rector of the University I add to my personal admiration, my official thanks."

The 2nd January, 1920.

The Hon'ble Sir Nilratan Sircar, Kt., M.A., M.D.

Vice-Chancellor.

MY LORD RECTOR, LADIES AND GENTLEMEN,

I rejoice to extend to you all a cordial welcome to the Senate House this afternoon.

Since my predecessor delivered his address from this chair a year ago, we have had to lament the loss by death of three of our prominent Ordinary Fellows. By the death of Principal Ramendrasundar Trivedi we have lost a brilliant scholar, an experienced teacher, an original thinker, and a thoughtful writer. Khan Bahadur Maulvi Muhammad Ibrahim was an experienced educational officer. The ranks of our Honorary Fellows have this year been thinned by the death of Rai Bahadur Brahmamohan Mallik, Mr. J. S. Zemin and Shams-ul-Ulama Ataur Rahman. The University has lost the services of Mr. Bhupendranath Basu, Mr. C. J. Hamilton, Rai Harinath Ghose, Bahadur, Lt.-Col. C. R. Stevens, the Hon'ble Sir F. W. Carter, Dr. F. H. Gravely, Mr. Girischandra Mookerjee and Mr. C. A. King, on account of their retirement.

An important event of the past year was the introduction of the Dacca University Bill in the Indian Legislative Council. At the request of the

Government of India the Bill was considered by our Senate. Its recommendations have been communicated to Government. We cordially welcome the proposal for starting a teaching University of the unitary type at Dacca. The Senate, however, has not been able to support all the provisions of the Bill. It views with misgiving the introduction of the principle of communal representation in connection with academic bodies. The principle of communal representation has been condemned even as regards its application to political bodies by the Secretary of State for India as well as His Excellency the Viceroy.

Amongst the endowments received by the University during the year the most notable is the munificent gift made by Sir Rashbehary Ghose. This is the second princely benefaction to his *Alma Mater*. The gift amounts to Rs. 11,43,000 and is intended for the promotion of technological studies. Sir Rashbehary Ghose's donation removes a want, long felt,but never so keenly felt as at the present moment. It will help the inauguration of a department of studies which may be expected to be productive of the most beneficent results. Sir Rashbehary has laid the University and his countrymen under a deep debt of gratitude by the solicitude he has evinced in the cause of education.

Babu Raghu Mall Khandelwal deserves our thanks for having placed at the disposal of the University Tata debentures of the capitalised value of Rs. 75,000 as a contribution towards the establishment of a University Professorship of Commerce.

Mr. G. C. Ghosh has made over to the University $3\frac{1}{2}$ per cent. Government promissory notes for one lakh of rupees, for the institution of a course of lectures on Comparative Theology, in memory of his son, the late Stephanos Nirmalendu Ghosh. The donor deserves the sincerest gratitude of the community for helping to promote a branch of knowledge which is of the highest importance.

The Calcutta University Corps is now, I am glad to be able to say, on a permanent and secure footing. This movement is particularly interesting as an index of the development of that new spirit in the Bengali which impels him to sacrifice his all for his King, his Country, and the Empire. Our heartiest congratulations to Lieutenant-Colonel Suresprasad Sarbadhikari on the new honour that has been conferred on him in recognition of his devoted enthusiastic services to the Corps.

We in the University have been, for some time past, living in a state of suspended animation; at least we have been living in an interregnum, in which we have been expected to mark and not make time. The great issues and problems of University Reform and Reconstruction have been held up, pending the Report of the University Commission. The rapid progressive expansion of the University which characterised the first decade of the New Regulations has been brought to a standstill. Whether we look to our labours in the Senate for organising the courses of the Matriculation and Intermediate Examinations by making them a more modern and a more real basis for University studies,

or whether we contemplate our strenuous efforts towards putting the life of the University *en rapport* with the living needs of our people by organising different grades of technical training in the departments of agriculture, technology, and commerce, all comprehensive movements have been necessarily arrested during the interregnum. Our plans of new buildings for University expansion in the Post-Graduate department as well as for the University Library and Laboratory have been held up for years. The gradual provision of College Hostels as well as College accommodation and equipment, which has been our definite objective in the past decade, has suffered a set-back, and all that methodical and orderly progress which, under the operation of the New Regulations, has ended in revolutionising the study of Science in the University, and in creating schools of independent research and investigation in so many directions has been in jeopardy, because the conditions of centralised work which called the spirit of research into being and rendered its continuance possible have now been cast into the melting pot; and none is so bold as to predict whether the new ventures and experiments in University reconstruction will give as good an account of themselves as those they are going to supersede.

Not that we have sat still; but where we have moved during the year under review, we have done so only to meet some pressing and vital need of the people, so that the University might not fail to reflect and embody the living interests of the society which it seeks to serve. Take for example

the development of Vernacular studies in our Post-Graduate department. Our M.A. Degree in Indian Vernaculars provides for a critical, philological and historical study of a principal as well as a subsidiary vernacular language, and it prescribes the comparative study of these vernacular literatures as well as of the social and cultural history they embody. The immense stride which the country has made in these directions in its provincial and district academies of letters and in the various annual literary conferences, could no longer pass unheeded in the very centre of culture and learning in Bengal. And in the course of a year we have had Chairs and Lectureships founded in Maithili, a sister language intimately bound up with the vernacular of our people by many sacred ties—we are publishing anthologies and literary selections in various vernaculars including some of the principal languages of Northern and Western India, and we have arranged for critical, comparative and philological courses in the Bengali language and literature.

It is an oft-repeated complaint against the Indian student that he generally attaches greater importance to words than to thought. This defect, so far as it exists, is a result of the present system of education which is imparted mainly through the medium of a foreign tongue, coupled with an imperfect and unsatisfactory teaching of the vernacular. The Calcutta University Commission think that the use of the English medium is at present excessive in the secondary schools, to the detriment of the pupils'

education and they urge that a substantial change should be made in this connection. In their opinion it would be desirable as a rule to use the vernacular as a medium throughout the secondary schools for all subjects other than English and Mathematics. They say: "The elaborate scheme recently adopted by the University for the critical, historical and comparative study of the Indian vernaculars for the M.A. Examination is but the coping stone of an edifice of which the base has yet to be placed on a sound foundation, and it is when only such a structure has been completed that Bengal will have a literature worthy of the greatness and the civilization of its people."

A similar story may be told of our efforts to found a school of Indian Culture-history in the Post-Graduate department, which, though initiated sometime before the period under review, has received some fruitful extensions during the last year. We have opened new courses in Indian anthropology and anthropometry, and in Indian sociology, claiming our heritage,—one of the richest in the world in the domain of the sociological sciences—a heritage which we could no longer neglect without the reproaches of the civilised world. Our invitation to that distinguished *savant*, that prince of iconographists, Professor Foucher of the University of Paris, to deliver a course of Lectures on the Influence of Indian Art and Culture and Indian Civilisation in Malaysia and the Eastern Archipelago is, therefore, a part of a programme and plan of work, and we may be assured that the Professor's lectures

and his own personal example will not be lost on the young *alumni* of our University.

But the cultural life of the people has not engrossed all our attention and effort. We have been watching with keen interest Your Excellency's noble campaign against the insanitary conditions of this province which will enshrine your memory in the hearts of a grateful people, and we have not been unmindful of the share of responsibility that falls to us in furnishing you with the instruments necessary to combat the mass of preventable disease and suffering in the country. The whole Presidency of Bengal, alike in its municipalities, its local boards and unions, its villages and rural tracts, must be furnished with an army of sanitarians, and we have accordingly taken in hand in consultation with the medical and sanitary authorities the re-organisation of our D.P.H. course to promote the supply of a properly trained body of health officers to assist in this great work.

In catering for the larger interests of the country we have not forgotten the interests of the community specially entrusted to our care,—I mean the community of students in the collegiate stage. We have undertaken to institute a system of periodical medical examination of college students in Calcutta for the present, for the purpose of helping them to fight against disease and its insidious germs, and to improve their physique, as well as their mental health. We shall keep continuous records of individual cases, and in this way lay a

foundation for a systematic survey which will be the basis of our advance in two significant directions. First, the Boards of Students' Welfare of the future will be guided in their beneficent activity by the material which these surveys will place before them. Secondly, we shall build up in this connection a certain body of data, for physical, mental and social measurement, which will be of the highest value to investigators in Experimental Psychology as well as in Educational Science.

We have also attempted to improve the Physical efficiency of the youths of our country by introducing elementary hygiene as a subject of optional study for the Matriculation Examination. It is now recognised that the basis of a sound system of education must be physical. We cannot expect the citizens of a country to be efficient mentally so long as the conditions are not favourable to their being physically fit. As the Right Rev. the Bishop of Birmingham says in one of his recent papers on the subject of physical education of the youths of his country: "It is not only the sun-light that streams upon the body that one would have bestowed upon our little people; it is the general sunshine of a healthy early existence, in which body, mind and spirit are all trained for God's purpose; and no life is so bright as that which, conscious that it has work to do for mankind, feels not only its longing to serve, but also its fitness for its duties." It behoves all who have the future welfare of India at heart to realize that education must equally apply to the body, the mind and the spirit.

But these and other extensions, as notably the theological lectureship founded by Mr. G. C. Ghosh for a course in Comparative Theology on a non-dogmatic Christian basis somewhat on the lines of the Gifford Lectureship in the British Universities are, properly speaking, mere abutments on the central citadel of University teaching and University organisation, and we are eagerly looking forward to the day when we shall be enabled to resume our constructive activities with the ampler and more varied resources and opportunities which the University Commission have held out to us.

The Post-Graduate department of the University and the Law College represent the teaching activities of the University. The former was organised in 1917. During the last year there was a very considerable development in schemes of higher studies of a number of subjects. The classes of the Arts Department were attended by about 1,300 graduates and those in the Science Department by about 200. Our teachers in the former department number over 130 and those in the latter about 48. An enumeration of the different branches of study in which instruction and investigation have been carried on will show the varied and wide range of our activities in these departments. The Arts Department conducted higher studies in twelve branches of learning, namely, English, Sanskrit, Pali, Comparative Philology, Arabic and Persian, Philosophy, Experimental Psychology, History, the new courses in Ancient Indian History and Culture, Political Economy and Political

Philosophy, Pure Mathematics, and Indian Vernaculars; and the Science Department in six, namely, Applied Mathematics, Physics, Chemistry, Botany, Physiology and Geology. It has to be borne in mind that some of these branches comprise several sub-divisions, each of which is again regarded as an independent unit of study with arrangements for instruction and investigation under one or more teachers. In the branch of Sanskritic studies alone, for instance, provision had to be made for instruction in nine different groups of subjects. These include Literature; Vedic Studies; Mimansa and Smriti; Prakritic Studies; Ancient Indian Inscriptions and Historical Geography, etc., etc.

The most valuable achievement of the Post-Graduate Department during the year was, perhaps, the impetus that it gave to the work of research. The teachers are mostly graduates of brilliant attainments. Many of them are engaged not only in instructing the students, but also in carrying on and directing research work. In the Science Department, out of 82 published papers, based on original investigation, 60 were the production of teachers, 14 were the result of joint effort of professors and students and 8 the result of independent research by students. The record of progress in the Arts Department in the domain of research is no less encouraging. This department has been engaged in conducting research in more than twenty different subjects. The results of these researches are bound to make valuable additions to our stock of knowledge. The subjects of research were of such varied nature

as Sivaji's administrative system and the history of his time; India's intercourse in early times with Greece, Persia, Rome, China, Java, and Indo-China; Greek and Parthian rule in India; International Law in Ancient India; the analysis of faith and Indian Thought, etc., etc. Over 25 papers based on original investigation have also been published. These publications deal with such subjects as Corporate Life in Ancient India, Hellenic Influence on Indian Civilization, the evolution of criminal law in Early Orient (5000 B.C. to 600 A.D.), the treatment of the rising and setting of heavenly bodies in Hindu astronomy, etc., etc. Besides these 15 papers on important subjects are in course of preparation.

Mention may here be made of the fact that two of our teachers in History, one in his Carmichael lectures and another in an original paper on Corporate Life in Ancient India, have conclusively shown that representative government in a variety of types and forms, was in full operation in Ancient India. It is also interesting to observe that one of our M.A. students contributed so many as nine original papers. Some of the original publications of the Post-Graduate Department have attracted notice in learned circles in Europe and America. It is significant that the work of the Department is being carried on by a band of devoted teachers, most of whom receive only an inadequate remuneration. It is love of learning, a spirit of research, and a zeal for the spread of knowledge that have impelled them to undertake the work in which they have been engaged, not love of gain. The Post-Graduate

Department is full of promise. The School of Chemistry under the guidance and direction of Sir Praphullachandra Ray has already made a position in the scientific world. Similar developments may be expected in some of the other departments. But the Department of Post-Graduate studies is working under various disadvantages and drawbacks. We require more accommodation and larger funds, funds for the provision of residence for students, for the extension of the library, for additions to the laboratories, for strengthening the staff and for expansion in various directions.

Fellow graduates, you occupy a position of unique privilege to-day. You enter, perhaps, on the most important stage in your journey of life at a most eventful period in the history of our Motherland. I wish to impress upon you at such an auspicious moment the importance of realising the duties that await you as also your responsibilities. The epoch-making message that His Majesty has graciously addressed to the people of India may have reminded many of you of the pregnant words of the greatest of English poets that

> " There's a Divinity that shapes our ends
> Roughhew them how we will "

emphasised by the following words of another great poet

> " ....Through the ages one increasing purpose runs,
> And the thoughts of men are widened with the process of the suns."

The introduction of Constitutional Reforms will open up to you new opportunities of service in the cause of our Motherland and afford you wider facilities in various fields of national activity. Many avenues of employment, so long practically closed to you, will be thrown open. A large number of Indians will be recruited to the higher services. Fortunately, India is at this moment at the starting point of a new era of industrial and economic development. This will create opportunities not only for a large number of Indian industrialists, but also for a vast army of trained experts and scientific men. You may also expect larger opportunities of employment in the higher military services. Besides a considerable number of educated persons will be needed to take part in public affairs and to advance the political progress of the country. Graduates and under-graduates of the University, you will have to train and fit yourselves for these new responsibilities.

In order that you may be able to prepare and equip yourselves for your new opportunities properly and well, it is imperative that you should, above all, direct your attention to the many problems of social reform that await solution. This reform should amount to a radical reconstruction of our social fabric. The entire social machinery must be readjusted to meet the new and altered conditions. Alike for the successful working of the Constitutional Reforms, for the much needed development of industries, for the improvement of public health and the mental and physical efficiency of the people, for the elevation of the so-called depressed

classes and the uplift of the womanhood of India, it is demanded that we should at once launch on a bold and comprehensive scheme of social reconstruction.

Referring to the way in which the United Kingdom had so long neglected to make proper use of the capabilities of women, the Vice-Chancellor of Liverpool University said soon after the commencement of the war: "As long as a State has only one-half of its citizens for social, economic and public service, it is weak where it ought to be strong and poor where it ought to be rich." Apply these words not to the temporary exigencies of war, but to the conditions of our own country, and then you will realise what a vast reservoir of unused productive power, material and spiritual, is being wasted here. By the disabilities of the depressed classes and the disintegrating and demoralising effect of caste restrictions, by the illiteracy and utter helplessness of our womanhood, by the inefficiency of an immense mass of people, caused by the absence of means of education and of proper opportunity for improvement, again by the loss caused to the community by the premature death of thousands and the impoverishment and inefficiency of many more from remediable diseases, India has been rendered the weakest link in the Empire. The stupendous task that lies before you should engage the activities of numberless educated youths. But there is no cause for despair. By organised effort other nations have solved problems similar to those that await solution in India.

The first place in any programme of social reform in India, as elsewhere, should be given to the problem of education. India has to make up a great lee-way in education if she is to be placed on a footing of equality with other advanced countries. But unless the efforts of Government are materially seconded and supplemented by the people, no substantial and speedy improvement is possible. It is expected, therefore, that you, graduates of the University, should direct your attention above everything else to the widest possible diffusion of knowledge among the people. You should throw yourselves heart and soul into the educational movement of the day. I doubt not that there are many among you who, despising wealth and position, will choose the profession of teaching and help in advancing the bounds of knowledge. On you will rest, not only the duty of promoting advanced study and research, but also that of extending knowledge among the general mass of people. Those among you who will adopt other vocations of life must not forget your obligations to the University in this connection. It is thus that you can help in the realisation of His Majesty's wish that "there may be spread over the land a net-work of schools and colleges from which will go forth loyal and manly and useful citizens able to hold their own in industries and agriculture and all the vocations of life," and that the homes of the people "may be brightened and their labours sweetened by the spread of knowledge with all that follows in its train, a higher level of thought, of comfort and of health."

It is by helping in the diffusion of education among the people that you can hope to remove some of the defects that so seriously hamper and retard the progress of the country. Who can deny that the illiteracy of women acts as a serious bar to all progress? Unless you are able to reduce this illiteracy to any appreciable extent, there can be no real progress in any department of our activities. As the Calcutta University Commission observe, it is not as an isolated problem that we have to consider the education of women: "It has the most profound influence upon the whole texture of national life, and the whole movement of national thought; and until some working solution is found for the problem it must remain impossible to bring the education of men into a sound and healthy condition." No less important and pressing is the work of educating the depressed classes. In fact what is required is a serious endeavour, on the part of educated Indians, to secure by extended education and equalisation of opportunities for all. The remedy for the deplorable sanitary condition, as well as the miserable economic inefficiency of India—conditions so largely responsible for the premature death and for the physical and mental deterioration of a vast mass of our people—lies in nothing so much as in an extension and improvement of education. The larger the number of those who consecrate their lives to the noble work of education, the speedier will be the progress achieved by our country and the nearer will be the day when India regains her proper place among the civilized countries of the world.

Another important step in the programme of reconstruction lies in your adopting a comprehensive scheme of industrial development, and the moment is quite opportune. A great wave of enthusiasm in favour of industrial and economic development is sweeping over the country to-day. One of the important discoveries of the war is the industrial possibilities that our country possesses. The Government has taken up with confidence the question of the development of industries and manufactures and has expressed its readiness to shoulder its responsibility for furthering this development. The University has in almost every other civilized country played an increasingly important part in assisting industrial development by the promotion of technological study and scientific research. We have not been able to fulfil all our responsibilities in this connection so far. The dawn of a better day, however, may reasonably be expected in the near future. That there has been a welcome change in the public mind in this important matter is shown by the recent gift of Sir Rashbehary Ghose.

The fact that most of you have not had the advantage of a purely technological or engineering teaching in the University need not prove as a damper upon your enthusiasm for the promotion of industries. The successful working of the various stages of industry and commerce depends not only upon the technical knowledge and skill of a few experts, but also to a very large extent upon the power of organisation, thoroughness, spirit of enterprise, forethought, courage, energy,

perseverance and honesty of purpose of a large body of non-expert workers; and the economic condition of India requires that a considerable number of our educated youths should religiously devote themselves to the noble work of industrial regeneration. The Reforms will afford you extended opportunities of employment. But an improved economic condition can only result from a comprehensive industrial and commercial movement. Unless you take up in sufficient numbers, industrial and commercial pursuits, and take to heart the lessons of organisation and co-operation from industrially developed countries, there is no hope of your ever being able to remove the poverty of your country and of lifting it to a position of dignity and honour. Ours is a country which possesses unlimited resources in raw materials, and large possibilities in power supply, transit, labour and capital. It remains for you to utilise these resources by using your brains and also by equipping yourselves with the necessary will-power and other moral qualities, to bring about the industrial regeneration of India.

Your country needs from you devoted services in yet another vast field of national activity. I have more than once referred, though casually, to the question of improvement of public health. It is of absolute importance for the future advancement of the country that resolute efforts should be made for carrying out measures which would stamp out preventable disease, diminish the prevailing high death-rate, and promote the health, increase the stamina, and further the

national prosperity of the people. It is possible for every one of you to help in this noble work.

My young friends, I must ask you to bear in mind the important fact that no society in which public opinion is not permeated with social idealism can possibly be expected to be progressive. Upon you will rest the duty of educating and improving public opinion properly. The education that you have received ought to foster the desire for truth, and it should be your duty above all to train your countrymen to base their opinions on truth and not on ignorance and prejudice. Remember that the success of the Reforms will depend on the extent to which you, as true sons of your *Alma-Mater*, are able to think for yourselves and to realise the true interests of the community, on the extent to which you are able to subordinate your will to the general will, and on the extent to which you can command strength of mind to enable you to disregard cheap popular applause and uphold truth and justice for the sake of your Motherland.

My young friends, there is another question of supreme importance to which I would most earnestly ask you to direct your attention. The knowledge that you have acquired, if rightly used, will be of immense service to you, but you must realise that this knowledge has its limitations. There is a higher knowledge which alone can give you a right conception of life and enable you to fulfil its purpose. This is the knowledge which regards the Supreme Being as the highest object

of knowledge. As a great philosopher has said: "In the world of knowledge, the essential form of good is the limit of our enquiries, and can barely be perceived, but, when perceived, we cannot help concluding that it is in every case the source of all that is bright and beautiful." Endeavour to attain this knowledge, and the meaning of life and all that it signifies will be revealed to you. This knowledge, on which is based the religious systems of the world, is the mortar that binds society together. It forms the strongest bulwark of the social system. So long as you neglect the lessons that this higher knowledge imparts, there is no hope of your efforts being successful in any of the various fields of national activity. As George Washington has said: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labour to subvert those pillars of human happiness, those foremost props of the duties of men and citizens."

The 5th January, 1920.

The Right Hon'ble Sir Frederick John Napier Thesiger, P.C., G.C.S.I., G.C.M.G., G.C.I.E., Baron Chelmsford.

Chancellor.

YOUR EXCELLENCY, MR. VICE-CHANCELLOR AND GENTLEMEN,

Once again I have the honour and privilege of presiding over your Convocation. It is, alas, one of the few opportunities which I have of showing my personal interest in the work of your University. The Viceroy and the Government of India are so far removed from you that it is well nigh impossible to take that personal part in your affairs that our statutory position demands, and it will be one of the changes which will be the result of the report of the Commission that your Governor will become the Chancellor, and the Viceroy will be connected with you only in the position of Visitor. This is as it should be, because from our remoteness from you it is impossible to act except after consultation with and through your Rector. This procedure is obviously inconvenient and it is to the public interest that it should be ended. Though then it will be a matter of personal regret both on my part and, I am sure, on the part of my successors, that we shall

not be so closely identified with your affairs, yet I am sure it is in the interest of the good government of your University that your Chancellor should reside in Calcutta and be personally acquainted with your problems and the personnel whose appointment to office it will be his responsibility to make.

I will not dwell at length on the history of the past three years. You will remember that I announced the appointment of the Commission just three years ago, and I stated then that so far as in me lay, its composition should be of the strongest possible character on the educational side and that educational qualifications should alone be considered. I added that I hoped to get as many as three educational experts from England. As a matter of fact I did more than this; I got four, namely, Dr., now Sir Michael Sadler, Vice-Chancellor of the University of Leeds; Dr. Gregory, a Fellow of the Royal Society and a Professor in the University of Glasgow; Mr. Ramsay Muir, a Professor in the University of Manchester; and Mr. Hartog, the Academic Registrar of the University of London The members selected in India were Sir Asutosh Mookerjee, whose interest in your University is so well known; Mr. Hornell, the Director of Public Instruction and Dr. Ziauddin Ahmad, a Professor at Aligarh. Such was the constitution of the Commission. I think you will agree with me that it carried the highest academic authority. The terms of reference were wide and permitted of investigation along the whole gamut of University activities —from the qualifications to be demanded of students

on their admission to the sphere of higher research. I was determined to afford every opportunity to the Commission to lay the foundations of a constructive policy, and I told you that I hoped that their report would be of equal educational value to that of the London University Commission. I do not think that we have any reason for disappointment. The report is a monument of academic wisdom. Your University may well be proud that it has been selected, so to speak, as the text of what I prophesy will pass down to future generations as one of the weightiest of educational sermons ever preached. If the Commission have been insistent in pointing out your shortcomings, they have dealt with them sympathetically and have been quick to suggest the appropriate remedies.

What are those remedies? Broadly speaking the Commission have advocated two lines of reform. In the first place they have aimed at raising the ideal of university education and focussing university effort and activity upon problems which are its proper subject. With this end in view they have proposed that the intermediate stage of education, which in reality is a school stage, should be relegated to that part of the educational system to which it properly belongs and that the University should be relieved, by the creation of a Board of Secondary and Intermediate Education, of an onerous part of the functions which it has hitherto performed. They have also proposed far-reaching changes in the University of Calcutta itself and the creation of a unitary University at Dacca, possibly followed by

others at oher places. In the second place, they have sought to pave the way for the introduction of much-needed variety in our courses. It is hoped that the new Board, the Intermediate Colleges and the examination which will close their curricula will afford not merely a passage into the University, but also a useful training for various walks of life, and that the scheme will assist in opening new vistas of employment and aiding the industrial development which we all hope to see materialise. The aims of the Commission, therefore, were to raise and to broaden. The procedure through which these objects are to be achieved, will necessarily be a work of the time. But it was the desire of my Government to lose no time in assisting you to set forth without delay on the path of these reforms. To this end, three things had to be done at once. The machinery had to be brought together for the conduct of secondary and intermediate education as now conceived. Legislation had to be drafted for the reorganisation of the Calcutta University. Legislation had to be introduced for the creation of the Dacca University. If we were not to be accused of dilatoriness—a charge not infrequently laid at the door of the Government of India—we had to move swiftly. Hence it was impossible at the initial stages to consult all whom we should have desired to consult. What we had to do was to hammer out something in a crystallised form which might serve as the basis for discussion. But this foundation once laid, we desired that our subsequent operations should be conducted in the most open manner

possible and that the ultimate form of our structure should be modified in the light of intelligent criticism. I shall now briefly explain to you this procedure.

The Dacca University Bill, as you all know, has already been introduced in the Imperial Legislative Council, where I am glad to say it had an encouraging reception. It was necessary and possible to introduce this Bill at once. We had to discharge our obligations, already long delayed, to the people of Dacca. The scheme was an old one, already accepted in principle. The proposals of the Commission were simple. The University will be a new institution, so we were able to work on a clean slate without fear of injuring prescriptive rights or vested interests. Moreover, the scheme is self-contained and does not necessarily commit us to the acceptance of other portions of the report. I am glad that the Senate of your University have expressed their appreciation of the assurances given to them by Government upon this point. Of course I quite admit that the better way would have been to introduce all our proposals at once. But references were inevitable and legislation is not a light matter, to be framed in a few days. The task would have been physically impossible. We, therefore, did what seemed to us best in the matter. I think that perhaps there were two ideas which had at first troubled some of you. One was that the Government of India would put through the Dacca scheme and then suddenly spring some novel proposal upon Calcutta. I need hardly say that such was never our intention.

Our intention is to follow out as closely as may be the lines of the report. The other idea possibly was that Dacca might be given a long start and that the new University would in this way be a great financial gainer. As a matter of fact we had already put aside and earmarked the money for Dacca, and we have made no secret of this. The arrangements were publicly announced from time to time in the Imperial Legislative Council. I do not conceal from myself the fact that the financing of the schemes proposed by the Commission will give considerable difficulty. But whatever funds may be made available for Calcutta will not be curtailed by the expenditure of the money which has already been definitely promised for the initiation of the University of Dacca.

The two remaining questions are more involved and more controversial. A rough draft dealing with the Commission's proposals for the University of Calcutta has already been made, but not expressed in legal language, nor examined from the point of view of legislation. It was made with all possible speed so as to permit of the introduction of the Bill in February next, because it was thought that the Senate would appreciate the possibility of consideration of its terms before the Bill for the University of Dacca had been passed. But your Senate has requested that legislation for the reconstitution of the University of Calcutta be postponed until at least six months have elapsed from the date on which the volumes containing the evidence are placed in the hands of its members. Now some of those volumes

have already appeared; and the report itself, which was published nearly five months ago, contains a mass of extracts from the evidence of witnesses. I observe, too, that as soon as the report appeared, three committees were appointed by the Senate and the Post-Graduate Councils to examine the report from different points of view. Again, I ask you, is it easier, is it more profitable, to make a critical study of the provisions for the reconstitution of the University in the pages of the report, which are necessarily and properly filled with argument and the presentation of reasons, or in the clear-cut clauses of a Bill? I admit that the report is a fascinating document—so lucid and so distinguished in style that, when one takes up a volume, it is difficult to tear one's self away from it before the conclusion. But the Fellows of the University are, I believe, for the most part, busy men; and, while I do not accuse any one of them of not having read from cover to cover the five volumes of the report and the succeeding volumes of evidence which have appeared—indeed I am sure they have read them all, perhaps more than once; yet the work entailed is not merely one of reading. The points have to be gathered together and focussed; and one knows how long and intricate a task this is. I am sure that most of those who desire to express their opinions would have welcomed the appearance of a draft in which the recommendations of the Commission were translated from the glowing and smooth periods of their report into the cold and clear-cut language of a legislative measure. With such a document before

him it would have been easy for one who wished seriously to study the problems to turn back to those pages of the report or of the evidence which deal with the subject of any particular clause, and this mode of presentation is calculated to sharpen rather than to dull the critical faculty. However, it is clear that your Senate desires some delay; and my Government is anxious to respect its wishes. The Bill will accordingly not be introduced in the forthcoming session. Indeed the Government of India will, as soon as possible, issue a resolution, setting forth the lines on which they deem that the Commission's recommendations can be carried out in the most practical manner. This will serve to acquaint the public at the earliest possible date with the intentions of the Government of India. The draft of a Bill on the lines indicated in the Resolution will be published as soon as may be—it is hoped by the end of April. The Government of India will reserve to themselves the decision as to the time and method of placing it before the Council, and before a Select Committee and of passing it.

The third big matter, which is in reality the most important of all, is the reorganization of secondary and intermediate education. It stands upon a different footing. For, once the principles embodied in this important proposal are accepted, the working out of the details must rest with the local Government, whether that be the Government of Bengal or whether it be the Governments of other provinces which consider the scheme suitable for adoption within their jurisdiction. Hence we have

not attempted to formulate these proposals in anything approaching a Bill and, indeed, it seems questionable whether any special legislation will be required.

I return for one moment to the question of the report itself. I have touched merely on the main points with which we have to deal at once, in order to create the machinery for the carrying out of the more strictly academic recommendations of the report. Those recommendations form a most valuable part of it, which it will be for the bodies created by legislation to consider. In the matter of such recommendations the report is a mine of wealth. I believe that it is destined to take an honoured place among educational classics of the world. I believe that its proposals, when carried into effect, will exercise a very beneficial influence upon higher education in this province and elsewhere where they may be adopted. I do not mean that it will be found possible or desirable to follow the report in every minute detail. Here and there administrative considerations may demand a modification. Public opinion may in some respects signify good reasons for a change. But I hope to see the main proposals of the report substantially carried out and I would ask the hearty co-operation of you all in making these proposals a success. We shall have to pursue a policy of give and take. There will have to be certain amount of self-abnegation by all parties concerned. But we should remember that we are all working for a common cause and that one of the greatest causes which can influence humanity. I

believe that there is in Bengal at present a very keen desire for genuine improvement in educational methods, and I am persuaded that I shall not look in vain for whole-hearted assistance and co-operation in this matter.

Your University has recently received a munificent donation from one of its most distinguished representatives—I refer to Sir Rashbehary Ghose. Words fail me to express in adequate terms the admiration I feel for the generosity and public spirit which has animated Sir Rashbehary's action. It should be an inspiration to us all. There are few of us, even though we may have followed the profession of the law, who are in the financial position to follow his example. But we are all capable of imitating his public spirit and of contributing our mite through public service to the cause of our University. I should then urge upon all who are called to any office or administration in the same to use their best endeavours to further the cause of University Reform. Sir Michael Sadler and his eminent colleagues have in the main unanimously pointed out to us the way. Let us all see whether we cannot walk in it. We all of us have one aim in common—the furtherance of the good of our University, and no other. Surely we must hesitate before we decline to follow the path which the Commission has indicated. The eyes of the educational world are upon you. The report is now the property of the world, and the world will pass its judgment upon your decision. I look forward with confidence to it.

There is one more matter to which I should like to make a brief allusion, and that is the formation of your University Corps. No one who has been present at the past two Convocations can but have been impressed by the smart appearance of the guard of honour and the outward and visible effect of their training. But I am glad to hear that it is not only in these outward matters that the Corps has had a marked effect upon its members. The members of the Corps have shown themselves to be not only smart in their outward appearance, but to have been no whit behind their fellows in their intellectual achievements. I can only attribute this to the excellent effect which the physical exercises demanded by drill has upon them. The old Latin tag "*Mens sana in corpore sano*" is always true, and if a man takes care of his body it must follow, as the night the day, that the healthiness of his physical frame will react upon his mind. I have always felt the very deepest interest in the prosperity of your University Corps; each year that I have been here I have taken consultation with those who are interested in it as to its welfare and its progress, and each year I have been able to do something to improve the conditions under which it exists. I am convinced that we have in the University Corps a body of which not only the University will be proud, but which will itself have a most valuable influence upon the life of the University. You may depend upon it that I will not relax my interest in its welfare and that I will do everything in my power to foster it and to make it a success.

We are now on the threshold of great changes. I look to those who come out from your University, having reaped the benefits which a University can give, to take a great part in the social, the political and the industrial development of this country. I have said it before, but I will say it once again. Through the industrial development which is now beginning, I look forward to finding fresh avenues for the employment of your graduates. But let me impress this upon them with all the earnestness in my power. Theory divorced from workshop practice can never make masters of industry. Masters of industry must have gone through the mill. They must be acquainted with all the detail of the manual work which goes to make an industry. They must be ready to commence at the bottom. Otherwise, it is impossible that they should control and guide those whom they employ. And looking at the problem from the other side, let me impress upon the employers the advantage of having men in their service of good general education. One of the most marked features of commercial and industrial development in England at the present is the use to which the great firms are putting University men. They are aware of the value of a sound education, and they are enlisting in their service men of academic distinction. I look forward to this happening here, but do not mistake me, the mere possession of a degree does not in itself qualify for such employment. Indeed, if you misunderstand the meaning of University training, it may be a positive disadvantage. A degree means no more

than that you have passed through certain strictly limited tests; and if you regard it by itself as the certain passport to professional, industrial or commercial success, you will find yourselves grievously mistaken. But the fact that you have gone through the intellectual training of a University career should give an incalculable advantage over those who have not had a similar training. Your efforts, however, must not be relaxed. You will have to go to school again in your new surroundings beginning from the lowest form but with this great encouraging fact to help you that your University training has given you an agility and nimbleness of mind which will go far to enable you to outdistance your rivals in the race for promotion. For the rest it must depend upon yourself. I think then that it has been a happy coincidence that the great Commissions on Industrial development and on University Reform should have reported together, and if we can only carry through the recommendations of these two great Commissions, we may hope that there is a bright future opening out to the graduates of this University in the industrial development of their country.

The message then which I leave you is one of high encouragement, of faith in the benefit which changed conditions will confer upon you, of exhortation to equip yourselves manfully for the new era which is dawning. The spell of old tradition influences us all, and tradition is a valuable asset in educational institutions. But the present is a time of world-wide readjustment of the older order

of things. Among the problems which the last few years have brought into prominence none is more important, none has been more copiously discussed, than that of education. We have come to one of those points in the world's history when a great cataclysm —in this case the great War—suddenly launches out the waters which have long been heaped up into a more rapid current and events and developments, which normally would have been spread over many years, succeed one another in a startlingly short space of time. Here the auguries of change are all of the happiest for you. Do not be slow to observe them. In England, as you know, great alterations are being made in the educational system to meet now requirements. Let us not be behindhand here. The youths of Bengal require that training which will enable them to seize the advantages which now offer. It is fortunate that just at this moment we have been able to obtain from the Commission wise counsels and courageous guidance. Where the way was dark and doubtful it is now illumined for us. I believe, if we follow courageously where our guides have beckoned us, this University will win the prize of its high calling.

Gentlemen, there remains one pleasant duty for me to perform before we proceed to other business and I cannot do better than to repeat the words of Monsieur Lawrence, Consul-General of France. He writes :—

"The University of Paris has in memory of the Great War, found a medal representing Science at the Service of the Right in order to commemorate

the services rendered by teachers and pupils either on the battle-fields or in their study rooms and laboratories by their work.''

I have received from the Governor of the French Republique a pleasant mission to hand over that medal to the University of Calcutta in recognition of the service rendered by India in the domain of science during the war. This medal will, I am sure, be reckoned among your treasured possessions, and I would express on behalf of this University our gratitude to our Sister University of Paris for her gift. I have received the following letter from the Vice-Rector of the University of Paris :—

"MONSIEUR LE CHANCELLER.

L'Université de Paris a fait frapper en souvenir de la guerre une médaille qui représente la science au service du droit et qui rappelle les services rendus par ses maîtres et ses élèves soit sur les champs de bataille soit dans le silence du cabinet ou du laboratoire : scientia instrumentum justitiae, libre, ense, telle est l'ins ription qui se lit à l'avers de la médaille.

L'Université de Paris a décidé d'offrir un exemplaire de cette médaille à chacune des Universités des pays alliés de la France ; il lui est particulierement agréable de rendre ainsi hommage à l'Université de Calcutta et de la remercier de la part glorieuse que l'Inde a prise à la victoire commune ; nous vous prions de considérer cette médaille comme un témoignage de notre sympathie fraternelle.

Veuillez agréer, Monsieur le Chancelier, l'assurance de ma haute considération et de mes sentiments tout dévoués.

Le Vice-Recteur,

Président du Conseil de l'Université.

MONSIEUR LE CHANCELIER DE
L'UNIVERSITE DE CALCUTTA."

I have great pleasure in presenting the medal to the Vice-Chancellor as the representative of the University.'"

The 5th January, 1920.

The Hon'ble Sir Niratan Sircar, Kt., M.A., M.D.

Vice-Chancellor

YOUR EXCELLENCY, MY LORD RECTOR, LADIES AND GENTLEMEN,

My first and most pleasant duty this afternoon is to extend to you all my heartiest welcome here.

The publication of the monumental report of the University Commission is indeed the most momentous academic event of the past year. I propose to deal with some salient aspects of the Commission's luminous review of the past history and present position of the University for a correct understanding of our past and our present holds the key to the lines of our future advance. I shall first briefly consider this review so far as it relates to the constitution of the University as a mere affiliating body without synthesis between Colleges and University and without control over curricula by teachers. I do this not in an apologetic spirit, but with the object of understanding aright the conditions of the environment in which the institution has developed.

The collegiate system grew with a growth of Western Education in the province. A country of great distances and undeveloped internal communications with a multifarious and multitudinous population could not be served by one or two Colleges centrally situated without an unhealthy restricting influence on the growth of Western Education. At

the same time, the organisation of the district Colleges at that early date on a University scale was out of the question. The Collegiate development was therefore natural and necessary and, in fact, was already in existence at the foundation of Calcutta University. A federation of the colleges into a University, bringing the stronger colleges some measure of autonomy in the curricula and examinations, would have led to a speedier disruption than was the case with the Federal University of North England. Even after six decades the Commission does not recommend the experiment of a Federal University in Bengal. In fact, what the Commission recommends is, the retention of the affiliating arrangements for the mofussil, and, for Calcutta, a tentative provision for the temporary recognition and ultimate suppression of the affiliating system.

Another defect noticed is the absence of the representation of College teachers as such on the governing bodies of the University. But the re-organisation of 1904-1906 gave a strong voice to the teachers both in the Senate and the Syndicate. The defect was fully remedied in the constitution of the Councils of Post-Graduate teaching in Arts and Science and in their executive committees, and it is interesting to note that the recommendations of the Commission relating to the proposed Academic Council follow a similar course. We are not sure, however, if the University Court or the Executive Council as proposed to be constituted by the Commission will have this advantage over the existing

Senate and Syndicate as regards the representation of teachers.

Another defect pointed out by the Commission is the insufficient separation between school and college. The colleges developed out of the schools in most cases, and our dearth of resources, whether in qualified teaching staff or in building and other equipments and appliances, made economy of organisation a vital necessity. This was however accompanied by one main advantage. There was a continuity and adaptation between the secondary and the intermediate collegiate stage, which has been a great help to the diffusion of higher education in the country. Such an advantage the Scottish Universities possessed over the English system not many years ago. Our Intermediate Colleges, however, should be organised as institutions distinct from both schools and degree colleges. It does not appear desirable that Indian youths of from seventeen to nineteen should associate with their juniors of from twelve to sixteen. And indeed having regard to the courses to be taught or to the methods of teaching proper to such courses and to such age an amalgamation of Intermediate Colleges with our high schools as recommended by the Commissioners in some cases would not appear to be wise or expedient.

Central and University Teaching.—The commissioners deplore, and, it seems to us, rightly, the division between the Under-graduate and the Post-graduate studies in the University, as well as the

absence of inter-collegiate instructions, and in particular the absence of Synthesis between the University and the Colleges. But the 'water-tight compartment' plan of Colleges as separate units was due to the want of their incorporation into a central body like the University, just as the same weakness of the central authority was long responsible for the non-development of University teaching in Calcutta. A centralised body in the University was therefore necessary in the first instance to develop its function of teaching, and this was what has been attempted by the Post-Graduate councils.

In fact what we did was to invite the co-operation of the colleges in the central University teaching and give them a very distinct representation on the councils and boards of studies, at any rate so far as the Calcutta Colleges were concerned. Alike in the composition of the Post-Graduate teaching staff, the organisation of the tutorial arrangements and the hostel and library accommodation, we have fully recognised the association of Post-Graduate students with their colleges. This co-operation of the colleges with the University in Post-Graduate teaching has also worked for inter-collegiate co-operation in the same field. We have therefore, developed Co-operation and Synthesis in letter and in spirit. What is now required, is that this system should embrace undergraduate and Post-Graduate students and studies alike, so that the most distinguished teachers may not be debarred from exercising direct influence upon the life of the students in the most critical period of their training.

Recent development of University Teaching.—This short account of the constitution of the University will show how we have developed from an examining into a teaching University. The Universities Act of 1904 was only a permissive Act so far as the teaching function was concerned. But with what alacrity the University and the public in Bengal took advantage of the opportunity thus given for the first time to build up a Temple of Learning and Research will appear from the fact that the largest benefactions in the history of any Indian University, I mean, the princely donations of the late Sir Taraknath Palit and of Sir Rashbehary Ghose, were called forth by the project of a College of Science, pure as well as applied, which was thus established and is being maintained without State aid or sub-vention, and the equally significant fact that by husbanding our resources eked out by an annual grant of Rs. 63,000 from the State, we have been able with an annual expenditure of about four lacs and a quarter to lay the foundation of a sister department of Post-Graduate Teaching in Arts, which has opened up advanced courses of study and research in a large number of subjects of fundamental cultural and regional value—from Comparative Philology to Comparative Public Administration, from Anthropology to Experimental Psychology,—never before taught in the country and has gathered round itself a band of scholars recruited far and wide in the various provinces of India, and even beyond the confines of India, in Ceylon and Tibet,

The one great lesson of these remarkable developments is, that the opening up of new vistas and expanding horizons coupled with comparative freedom from external control, is the one thing that is needed to rouse indigenous talent and ambition to constructive efforts of the first magnitude. And if we have hitherto confined our activities as a Teaching University or as a corporation of scholars to the M.A. and M.Sc. teaching and the organisation of research, we are ready to undertake undergraduate teaching with the same force of determination as soon as the necessary changes in the Universities Act are effected by fresh legislation and as soon as the necessary financial provisions are made for such an undertaking. But a progressive and expanding vista and the freedom and the responsibility of shaping our own course in response to the living needs of the people are the prime requisites of success in this national undertaking.

I shall next pass on to the problem of congestion in the University. No doubt, one marked characteristic of our educational organisation is the congestion in College and University. A certain phase of this congestion is presented by our crowded college classes with inadequate tutorial or teaching staff, and our limited accommodation in respect of common room and reading room, of college hostel and playing fields. But such overcrowding in a densely populated country is a standing argument not for a reduction of our numbers, but for a more liberal and just recognition of the claims of Higher Education on the national purse to enable the national system of

education to meet the demands of quantity and quality alike. And it is not necessary that quantity should be sacrificed to quality or quality to quantity. But if the choice should ever have to be made, we cannot do better than remember the following sage utterance of that illustrious statesman and educationist, the late Mr. Gokhale—"I think, and this is a matter of the deepest conviction with me, that in the present circumstances of India, all Western Education is valuable and useful. Even if it is not the highest it must not on that account be rejected...... In my mind, the greatest work of Western Education in the present day is not so much the encouragement of learning as the liberation of the Indian mind from the thraldom of old-world ideas, and the assimilation of all that is best in the life and thought and character of the West. For this purpose not only the highest but all Western Education is useful."

But there is another phase of the congestion which is not exactly reducible to a question of ways and means—the excessive numbers going in for literary and legal studies in the University. The economic pressure on the *Bhadrolok*, however, has succeeded in working the needed change in the mind and temper, and for the last ten years it would be correct to say that it is the dearth or absence of opportunity for studying technological and agricultural courses in the University that has maintained the dominance of the purely literary or legal studies therein, rather than the absence of a disposition on the part of our young men to avail

themselves of such opportunities. An organisation of Industrial, Agricultural and Commercial Education in the University is sure to effect this diversion from pure letters and law which is needed in the highest interests of Bengalee life and society.

A third aspect of the congestion is familiar to us from the cry now and then raised in certain quarters that there are too many students going in for University or higher secondary education. That there is too little primary education in the country does not usually cause any acute anxiety or alarm : the serious evil is that there should be so much secondary and University education.

An analysis of educational statistics will show that the incidence of University Education on the population as a whole is much lower than what obtains in progressive countries in the West, and that there is a pronounced discontinuity between the Primary and the Secondary stages, and a remarkable continuity between the Secondary and the University stages, and this exactly reflects our social ordering and classification. The remedy is not to bring about an artificial discontinuity between the Secondary and the University stage but to effect a real and vital continuity between the Primary and the Secondary stage by levelling up the masses in an all-round movement of social and educational advancement.

I have followed the Commissioners in their review of our past, I do not propose to discuss their constructive scheme which in its magnificence and comprehensiveness of outlook has raised hopes in the

public mind which cannot be fulfilled unless generous financial support is forthcoming. We gratefully remember Your Excellency's assurance in this regard at the last year's convocation and we are confident that all the financial provision unanimously recommended by the Commissioners as essential to our advance in regard to the different grades and departments of Education will receive a munificent support from Your Excellency's Government.

The situation which confronts us to-day in the University has four phases or aspects, two of which are in the back ground and two in the fore-ground :—

1. There is the world factor. There is the advanced type of University towards which modern Universities were tending even before the war. The problems of post-war reconstruction have only accelerated the evolution of this type. The Napoleonic and the Germanic Universities, the Encyclopædic and the Specialised types, have receded, the Synthetic type has come forward, seeking co-ordination between one culture and another, between Humanism and Naturalism, between liberalism and technique, between University and Nation, between University and City, between University and the Region of Environs. Thus the goal to-day is the University which mobilises all the resources, moral as well as material, for organised national service. A characteristic phase of this movement is the invasion of the "academy" by farm and factory, by workshop and bureau, by market and bourse, in forms of agricultural and industrial, of

commercial, financial and administrative training. Equally characteristic are the movements of University extension, University mission to the people, University social service, inter-University exchanges, fellowships and studentships, and finally travelling University missions to foreign peoples.

2. There is next the historic factor, the social and educational heritage of our people. There is first the higher grade literacy of the Bengal *Bhadrolok*, their traditional taste for *belles lettres*, logic and law. There is, or was till lately, the venration for the teacher, and for learning accompanied with poverty, and the discipline of a life of hardship, abstinence and poverty for the student. Other traditions in the background are provision by state or landed gentry for a widely diffused and practically free higher learning, and communal provision by villages and town guilds for a practical primary education through grants of *Vrittis* or customary contributions. And strangely enough, inspite of the Indian idealism, there has always been in Indian educational discipline a blend of practical, and vocational aims with the spiritual ends of all learning.

3. In the foreground, we have present-day Bengal, the people and the region with their vital, economic, and social characters. Socially, there is the division between man and man, between man and woman, between caste and caste, between community and community—all crying for social solidarity and incorporation as a necessary condition of national preservation and progress. Economically, we live in the transition from the rural-agricultural

to the civic-industrial stage, with rich mineral and agricultural resources imperfectly utilised, with abundant cheap labour untrained and unskilled, with small holdings in land or small individual capital—all pointing to economic co-operation as the sovereign solvent of a difficult situation. Educationally there is the handicap of an over-literary culture in a foreign medium, apt to be somewhat unpractical as well as formal, based on a school education divorced from all sense training and manual training as well as all nature study and therefore reducing the Bengali boys' natural elasticity and brightness of mind.

4. Lastly, we have the great political goal of self-government ahead, and the journey now commencing on the road to that self-government. Our traditions of self-government in village community and town guild and in communal federations and assemblies of the folk, are not wholly lost traditions, but we must now set out on the new track of modern constitutionalism marked off from the older communal form of self-government by the political device of delegation-*cum*-responsibility. Our political needs, then, for the success of the experiment are the need of training the intelligentsia in the art of responsible governing, and the need of training the electorates in the choice of responsible representatives and the enforcement of that responsibility.

Such are the complex problems of the national life towards the solution of which the University must contribute its due quota. And the University should be reorganised and reconstituted with this definite object in view and not as a scheme of

imaginary perfection. But this is not all: in two other directions a substantial advance is essential. The Educational needs of our womankind require special treatment both in the school and the University. Our main object should be to lessen the strain of examinations on women's physique, if necessary, by substitution of the Vernacular as the medium of study, to provide courses in higher domestic economy and the fine arts which may be offered by women in lieu of certain parts of the ordinary curricula, and above all to cater for our deepest social needs in view of the traditions of Indian womankind by arranging for women's training in vocational subjects such as teaching, medicine, sanitation, infant welfare work, etc., and for all civic work on educational and other local boards. All this must be supplemented by a movement of University Extension and Continuation classes among women which should conduct its operations mainly in the vernacular.

The progressive expansion of our civic rights and privileges which is the objective of the Reforms, naturally entails on our growing youth certain definite responsibilities towards the Empire. If our mothers, sisters and daughters have to contribute to the maintenance of the race at great risk to life—and are in that sense conscripts of humanity, we cannot refuse to pay the common toll of humanity by taking upon our shoulders the burden which naturally falls on the stronger sex—of defending the Empire against the enemies.

In the University opportunities are open to professors and students alike to press themselves into this noble service, we have a valuable asset in the University Corps which it is the duty of every student to join, and which will bring to them means of reviving the ancient Brahmacharya—the life of hardship and toil, sacrifice and consecration—the forms of modern humanitarian service—and which will inculcate in our youth those traits of self-reliance, self-help and manly grit which are the most essential ingredients of character. Our teachers and researchers should also be enabled to participate in the defence movement of the Empire by the solution of special problems, chemical or physical, electrical or mechnical which may be set by the departments of the State concerned, a task in which the great Universities of the world were engaged during the war and will continue to be engaged in the post-war reconstruction.

And we hope to see ere long our own University adequately equipped in its departments of research, pure and technological, to be able to cope with this line of work.

The University must build on the foundation of a general liberal education in the secondary stage. This secondary education will train the senses and the powers of observation by nature study and object lessons, and the hands, the muscles and the active powers by manual and physical training and by drawing and modelling. The teaching of personal hygiene, of conduct and

behaviour, and of civics and social well-being, mainly by practical lessons and the formation of habits, as well as such culture of the sensibilities, the emotions and the imagination, as is proper to the early plastic years of life, will also be among the primary objects of the school. Towards the top, the school course will divide into a predominantly humanistic and a predominantly naturalistic one, without however, being exclusively either. And, above all, this secondary course will shun the suicidal practice of piling the agony and the strain of too many public examinations during the critical period of adolescence for boys and girls alike.

Such a basis of self-help and individuality in the school teaching can alone serve as the foundation for a University of this era of post-war reconstruction, aiming at the mobilisation of our man-power and our natural resources in the great international struggle for life. Such a University must propose to itself the synthesis and co-ordination of the cognate branches of learning and culture in groups of two or three fundamental as well as subsidiary studies which serving as the basis of a broad and liberal culture will lead to specialisation in the finishing stages in adaptation to the social polity. For we must not forget the essential condition, in fact, the only condition, on which as a people we are allowed in this international struggle to hold our lease of life: It is that we must, in the coming reform and reconstruction, utilise every ounce of available human or physical energy to the utmost service it can render us, and with this end in view

seek greater efficiency as our definite goal. For this purpose what may be termed an *intensive* administration, calling for the organisation of bureaux of experts acting under Ministers or Councillors in every department, medical and sanitary, legal and judicial, agricultural and industrial, commercial and financial, must now take the field. And in Bengal, with the traditional sense and sentiment of higher-grade literacy among its intelligentsia it is only the University which will appeal to the imagination, the enthusiasm, the confidence of the people, without whose co-operation no scheme of intensive administration can hope for success, whether from the material or the moral point of view.

Let me illustrate these by concrete cases. If the financial administration is to succeed under the new conditions which require the co-operation of the people's representatives, there must grow up among us in Bengal a class of economists and statists, men who have made a study of taxation and revenue, of banking, currency and finance. We must have an intelligent public opinion in these and cognate matters among the educated classes, and a press (both English and Vernacular) competent to discuss and examine the issues. By this means alone can we hope to devise acceptable ways and means out of the resources of our national income to provide for the sovereign needs of sanitation, education, industrial development, and other vital concerns. Again, as I pointed out the other day, for an intensive administration of the department of Public Health, we must have an army of sanitarians, well trained, in

tropical medicine and bacteriology, analysts of food and commercial products, sanitary and municipal engineers and town planners, in different grades, from researchers and investigators to mechanical assistants and inspectors. It is only by organising different courses of study for diplomas and degrees in the University in a Faculty of Commerce that we can hope to supply men of the right stamp under the first head,—and in the Faculty of Medicine and Public Health under the second.

But what I desire to emphasise is that in every such case the special vocational or technological training should come at the end of a corresponding grade of general (or liberal) education.

It was in the main such a scheme of technological education filiated to liberal education in the University, a scheme essentially in accordance with the movements of reconstruction in our day, and demanded by the paramount interests of Bengali life and society, that was framed by the Committee of the Senate on agricultural, technological, and commercial education, and submitted by the Senate to the Government of India. Our object was to provide University courses in Agriculture, Technology and Commerce, which would be shortly organised by Faculties so constituted as to contain an adequate proportion of businessmen and professional experts. Under each of these heads, there were to be a licenciate for the subordinate ranks, and a Bachelor's degree for the higher grades. But the essential point to note is that both for the licenciate

and the degree, a compulsory practical training and apprenticeship in agricultural farms, workshops or factories, and business houses, were prescribed concurrently with the theoretical courses. This was calculated to give us the necessary supply of experts, researchers, and assistants for solving the problem of our industrial and commercial regeneration, in the present condition of a seeming plethora of capital seeking investment in many an untrodden field.

Consider the human material, our first concern in this great task of industrial regeneration. We have 80 per cent. of our people subsisting on the soil with a resulting over-pressure that conduces to sterility especially in the absence of a restorative system of cultivation. We have the traditional artisan classes, ousted from their crafts and drifting into the condition of landless labourers. We have the dangers of a slum population growing round our power-using mills and our factories of the modern pattern. We have a *Bhadrolok* class, genteel and literate, but without business aptitudes and interests, rapidly decaying and going down into the sink of a landless proletariat to-morrow if not to-day. We have the landed gentry of all ranks and degrees, holding land on a revenue-collecting tenure, and without any interest in developing the capabilities and resources of their land, whether agricultural or mineral.

This situation demands an all-round simultaneous movement in all levels and strata, and in all directions, agricultural, industrial and com-

mercial; and the snapping of a single link in the chain of economic reform will bring the whole system to the ground.

Let me now turn to agricultural education. The neglect of agricultural education in Bengal is a reproach to what is the premier agricultural province in India. Agricultural middle schools are being opened in Madras, Bombay, the Central Provinces and the United Provinces, but we hear none such in Bengal. All that the University Commission proposes under the head of agricultural training in the higher secondary stage is a possible inclusion in the curricula of some future Intermediate Colleges, of the sciences fundamental to Agriculture, *viz.*, Botany, and Chemistry, and an introduction to the principles of agriculture, "sufficient to enable the student to follow with intelligence the work of the research stations and agricultural farms."

A theoretical introduction like this, with inadequate practical training but with land-surveying and book-keeping to boot, is not likely to yield very satisfactory results.

The same tale is told if we look to higher grade agricultural training. Poona and Saidapet have enabled the sister Presidencies of Bombay and Madras to go far ahead of Bengal in the matter of higher grade agricultural education. The Punjab University is also to have an alffiliated agricultural institute; but for the premier agricultural Province, even the University Commission is content with proposing a degree in science, to be followed by a

diploma in some isolated Institute, estranged from the heart of Bengal and her people—a diploma which is to be recognised by the University for the purposes of her Bachelor's degree in Agriculture! A double distillation, or a double barricade, like this, is intended to minimise the chances of a rush to agricultural institutes, which would be unwise, the Commissioners think, in the face of the want of land, and the want of employment.

This will never do! Those who have an inside knowledge of the facts know very well that there is or would be plenty of land, of capital, and of employment, in this Province, in connection with agricultural operations in the widest sense of the term. I do not speak merely of the Sundarbans, of unreclaimed tracts of jungle or marsh, I speak also of thousands of plots of cultivated land available for agricultural developments. Again, I do not speak of the larger aggregates of wealth fixed in land and hardly mobile, or of employment in zemindari sherastas, or under local bodies. I speak also and mainly of agriculture as a time-honoured means of livelihood for the gentry and the middle classes of Bengal. And I speak of Bengal's unrivalled assets in jute and cereals, which we stand in great risk of losing to-day, as we have lost our cotton and sugar-cane, unless we betake ourselves immediately to the scientific methods of cultivation, in all their variety, intensive and restorative, as the case may be. In fact, our immediate needs in this sphere are too many to be enumerated. To name only a few, plant-breeding and stock-breeding, intensive

farming with manures and other fertilisers, fodder growing and fodder preserving, fruit growing and fruit preserving, preventing or curing plant diseases, improvement of special crops like sugar, cotton, rice and jute, growing vegetable fibres and sericulture, dairy farming, etc., all demand provision for scientific training, in different grades of theoretical knowledge and practical skill, leading to a diploma, a licenciate or a degree, as the case may be, if we are to cater for 45 millions of people in the richest agricultural tract in the world. A scheme that proposes to restrict the admissions to twenty a year, "to be increased from time to time as and when the demand increases," will be a continuation of that agricultural training 'in driblets' which, by its timidity and half-heartedness, has proved a failure in the past, and will do so in the future. But unless we increase the productive power of our land, we cannot keep or draw to ourselves under the post-war conditions in the world our proper share of food and other necessaries of life even to the extent of staving off starvation. And continued agricultural backwardness at this critical juncture of the world's economic history is attended with the grave risk of our bankruptcy in the world's exchange.

I will now turn to the higher grade technological education in Bengal. The recent developments of a Board of Control for technical (Engineering) education outside Calcutta, and of a Board of Trustees for a technical institute in Calcutta, are most hopeful signs of our awakening and activity in the sphere of industrial education. They will co-ordinate

and supplement the struggling efforts for the training of foremen mechanics and assistants in connection with the railway workshops and the mines, as well as in the overseer and other departments of Sibpore Engineering College. In course of time, let us hope, will come industrial schools and trade schools in addition to textile and weaving schools, and we may even develop into a polytechnic in the capital city. But over and above these, there is a great desideratum in this province for systematic instruction in certain branches of technology which are necessary hand-maids to a modern civilisation. They presuppose a certain basis of scientific education, of the Collegiate grade and come within the scope of University teaching as it is proposed to be expanded and reconstituted. Some of these branches, *e.g.*, the chemistry of food and drugs, commercial analysis, water analysis, the chemistry of enzymes and ferments must be immediately taken in hand. Again, the chemistry of pharmacy or of fuels, will not be premature under existing condition in this city, as practical training in workshop, together with apprenticeship where necessary, can be secured without much difficulty. The same may be said of tanning textile, ceramic, coal tar and dyeing industries which may bring untold wealth to the country and extensive employment to large classes of labourers, by utilising raw material produced in the province. The coming metallurgical development in Bengal also demands a body of trained assistants and workers.

Indeed, the University College of Science has just received another princely donation, as I announced on Friday last, from one of its two founders, our illustrious countryman, Sir Rashbehary Ghose. One moiety of the fund will be devoted to Applied Physics, and the other to Chemical Technology. I need not here detail the branches of technological work in Applied Electricity and Thermo-dynamics, which it is proposed to undertake, but our aim will be technique of the first degree of precision and accuracy.

It is not necessary for me to make more than a passing reference to the Report of the Industrial Commission in this connection. What I wish to point out is, that the Central Research Institute and the provincial bureaux suggested in that Report go in part to meet the demands of intensive administration as regards the industrial development. But it is necessary that these institutes should be linked closely with the general body of industrial organisation worked by the country industrials. And this linking up, so essential, can be achieved only through the agency of a body of industrials trained by the University. What I plead for on behalf of this Province and its University is State Co-operation and intensive administration in the industrial development of our people. The best resource of a country as has been said, is the capacity of its people the best way of developing its resources is to develop that capacity, and the best place for the development of that capacity is the University.

My plea for the exploitation of capabilities and resources by the University must not however be misunderstood as ignoring the basis of a liberal, humanistic and cultural development which must always form the basis of Indian Education and this industrial regeneration of which I speak to-day must be one which is in tune with India's age-long culture and aspiration. We must never forget that the soul of India has sought a synthesis of all her activities, industrial and social, ethical and political, in the life of the Atman, the revelation of the Self. Synthesis has been India's watchword through the ages. It is that same synthesis which we must seek to-day in all our plans of national reconstruction and renaissance. It is this larger synthesis which should be the motto of the coming University of the post-war reconstruction, so that all knowledge may be as the kindly light leading to the sanctum of the knowledge of the Self (Atman), and all science be but a handmaid to the Science of God (Brahma-Vidya), the instrument of Peace, not of death and destruction. But there is a greater synthesis still to which all these partial syntheses point, the synthesis between the East and the West, —the East developing personal liberty and individual rights and responsibilities on the one hand, and the rights and responsibilities of the Central State on the other,—the West developing the group-life, as well as communal rights, against individual rights and State rights in the spheres of the economic unions and other similar groupings. And in this great human synthesis of the future, well may

India, with the University at her side as the meeting ground of so many races and nationalities, of so many cultures and civilizations, of so many laws and systems of polity, of so many ethical and spiritual constructions, officiate as the High Priest of this Cult of Synthetic Unity in the Temple of Humanity.

The 24th March, 1921

The Right Hon'ble Lawrence John Lumley Dundas, Earl of Ronaldshay, G.C.I.E.,

Rector.

MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

The term of office of your Vice-Chancellor has all but run its course; and my first words must be words of gratitude to Sir Nilratan Sircar for the manner in which he has discharged the duties of his office. The post of Vice-Chancellor is an exceedingly onerous one. I am afraid it is often a thankless one, and it is a matter for real congratulation that a busy professional man, such as Sir Nilratan is, should be willing to cast aside personal convenience and give of his time and his ability so lavishly to the public weal. I shall have something to say upon the subject of his successor in the post before I sit down. But before doing so I feel that it would be difficult to avoid making some reference to the general situation with which we are confronted. We have been passing through a period of great excitement. At such times when moving appeals are made to the passions and prejudices of men in the mass, the voice of reason is hushed and men's vision becomes clouded and confused. Sooner or later, however, reason asserts itself—and it would mean that mankind had ceased to be mankind, if it

did not, for it is man's power of reasoning that sets him so immeasurably above the lower creation—and it seems to me that the time for an appeal to reason has come. Indeed, it is only on the assumption that there exists a willingness to subject the present situation to a dispassionate examination in a cold and unemotional atmosphere of pure reason that I propose to discuss it at all.

What, then, is the outstanding feature of the present political situation? Undoubtedly the demand on the part of those who have come to be known as non-co-operators, is that co-operation between the people and Government should cease. I do not propose to examine the reasons given for the adoption of this course—though, I think, I should have little difficulty in proving, out of the mouths of the non-co-operators themselves, that the arguments advanced by them are unconvincing and inadequate. But polemical discussion of highly controversial matters such as these tends to darken rather than brighten the mirror of truth and is only too likely further to embitter feeling already sufficiently high. And I propose, therefore, to ask you to consider, not what are the causes of the movement, but what—and this after all is the question of practical importance to-day—what in the event of success would be its results? Supposing that the existing system of Government was brought to an end in the next six months, what form of Government do the non-co-operators propose to put in its place? We do not know, for that is a matter upon which the leaders of this movement have preserved a discreet

and significant silence. And until we are told we can only assume that they have nothing to put in its place. Indeed, I should be surprised if they had, for I have some knowledge of the machinery of administration, and I can assure you that it is a highly complex instrument depending for its successful working upon innumerable adjustments of an extraordinarily delicate character—a machine that is incapable of construction in a day or a month or a year, but one which has grown gradually side by side with the evolution of the social organism of which it is, indeed, an integral and essential part. We are justified in assuming then that, if the existing system of Government were to brought to an end in the next six months, anarchy—the simple meaning of which is " absence of Government "—would prevail. Have you ever paused to ask yourselves what that would mean? How the country would be benefited if the Railways stopped running, the Postal system ceased working, the Telegraphs gave up transmitting messages, the Police refrained from protecting life and property, the Courts ceased punishing crime, the Army refused to offer resistance to the invader? I have no objection to change—indeed I welcome change. What I object to is change that is violent, abrupt, catastrophic—in other words revolution. What I welcome is change that can be brought about harmoniously without violent and destructive dislocation of the existing order—in other words, evolution. No one who has eyes to see can be blind to the magnitude of the changes which are thus taking place in their

midst in the political sphere to-day—changes which in the village, in the district and in the greater unit of the province steadily and on the whole, with an astonishing absence of friction, are transferring from the hands of those with whom it has hitherto rested to those of the people themselves the Government of the land. Do not take your opinions of these changes from others. Examine them and test them yourselves. You will then be qualified to reply to the question "Which is it to be, revolution or evolution?" If you have brought to bear upon the question not passion, nor sentiment, nor prejudice, but reason as I have asked you to do, I have no doubt what your answer will be.

So much in general. But on an occasion such as this it is appropriate that I should consider the law of universal change in its relation to education. You are not satisfied with the existing system—you want change. So do I. There are two main respects in which I desire to see change. I desire to see education given a more practical turn. More facilities provided for vocational training: less exclusive concentration upon purely literary courses. I think there are some grounds for the contention that we have devoted ourselves too exclusively to letters and the law; that it is time that Medicine came into its own and that Engineering, Mining, Architecture, Agriculture, Commerce and Industry had their turn. At the same time I would utter a word of caution. There is some danger of the phrase "vocational education" becoming a fetish. Those who see in it a panacea for all our educational

ills are likely to experience a rude awakening. A liberal education in Arts and Science is by far the soundest preparation for life in the case of the vast majority of those aspiring to an University education. Vocational training should take its proper place in the educational system. But its proper place, so far as the majority is concerned, is before rather than after the University standard has been reached, in the schools and the Intermediate Colleges which in due course I hope to see established. The function of the University in the matter of vocational education is to provide specialised courses for the training of experts; and if disappointment is to be avoided it must be borne in mind that the openings for experts, except in the case of Medicine and Engineering, are strictly limited. In the second place, I desire to see the whole system given a more specifically Indian orientation. A system that produced not Indians, but imitation Europeans, would stand self-condemned. I do not suggest that the existing system does that. How could I, with the object-lesson before me, of the numbers of eminent Indians which it has produced? But I confess that in the past, at any rate, it may have had a tendency in that direction. The system of higher education has undoubtedly been too greatly divorced from the peculiar genius, the ancient tradition, the mode of thought and the daily lives of those whom it has sought to educate. Why, otherwise, should we see on all sides of us an unconscious searching after a different educational atmosphere, as, for example, in the case of the Gurukul at Hardwar, or the Shanti

Niketan at Bolpur? This is an aspect of the present educational unrest which we must not and cannot ignore, for we cannot afford to sacrifice the contribution which India, with its highly developed sense of religion and its glowing idealism, is capable of making to the moral and intellectual storehouse of mankind. Here again the question is—shall change be brought about by evolution or by revolution? Shall Western education be destroyed, uprooted, and utterly swept away? Or shall we strive after a gradual synthesis between all that is best of East and West? As in the political sphere so in the educational it is revolution that the non-co-operators wish to bring about. What they aim at is cutting down the tree of Western learning, root and branch. They would banish it completely from the land. "English learning," said one of the leaders of the movement the other day, "may be good—English culture may be good—their philosophy may be good—their Government, their law—everything may be good—but each one of these but helps to rivet the fetters of our servitude. Therefore I say to the English; good as these things may be, take them away—beyond the seas, beyond the rivers far off to your Western home, so that we and our generation may have nothing to do with them." Such a statement of the views of the non-co-operators has the supreme merit of unambiguity. It leaves no sort of doubt in one's mind as to what it is that they aim at. Western learning of every kind is to be swept from the land—in other words—there is to be an educational revolution. But in the case of

education, as in the case of administration, reason demands of us that we should ask what, if Western education is swept away, is to take its place? The answer is given in part at any rate by the same speaker; and the answer is the *charka.* "I know nothing of the economic soundness or the unsoundness of the *charka,*" he told his audience. "To me it is sufficient that the *charka* is a type of our revolt against the West. That one fact is sufficient for me. We shall take up the spinning wheel—not because it is economically sound—not because it will contribute to our material prosperity. We shall take it up because it is our own, because it accentuates the difference, the eternal and undying contrast between India and Europe."

That is a remarkable speech. I disagree altogether with the conclusions of the speaker; but I think I understand the frame of mind which produced such a speech, and I respect the depth of feeling from which such words must have sprung. Had I been an Indian student I think I should have been carried away by it at the time. But on reflection I think it would have been borne home to me that it constituted a counsel of despair. Let India foster her own learning by all means. But why should she turn her back upon all that the West has to offer her by way of supplement to that which she claims as her own. Knowledge is not the monopoly of one country or of one race, it is the common property of mankind; and if in certain branches of knowledge it so happens that the Western races have forged ahead of others, why should those

others deprive themselves of the fruits of Western success? To do so is not patriotism—it is suicidal folly. If you want vocational education in all its branches, you must take advantage of what the West has to offer you, because professions based upon the physical sciences have had their origin in the West and it is in the West that they still find their highest expression. The whole system of education can be given a more distinctively Inlian orientation without a revolution. Indeed, as in the sphere of administration, so in that of education, for those who have eyes to see evolution is already at work bringing about such change. Take for example, the post-graduate courses recently introduced. Surely you must be proud of the splendid attempt which is being made here to render to Indian civilization and culture the homage which is its due. Teaching of the highest order, along with research work by Indian scholars of repute, is being carried on in a number of branches of higher Sanskrit which in themselves cover a wide field of ancient Indian learning, in Pali which embraces the far-reaching field of Buddhistic studies, in Islamic studies including Theology, Literature, Rhetoric, Poetics, Grammar, Philosophy and Science, in Indian vernaculars and in the elaborate course of study devoted to Ancient Indian History and Culture. Surely the gratitude and support of every Indian, who truly loves his country, is due to the man, who has done so much for Indian learning. That man is himself an Indian among Indians, Sir Asutosh Mookerjee. But Sir Asutosh Mookerjee's

claim to your support does not rest solely upon the fact that he has created this great department of post-graduate teaching and research. He was also a member of the University Commission whose recommendations are designed to introduce into the existing system of higher education many improvements and, in particular, to bring about change in the two directions to which I have referred, that is to say, by developing vocational courses and by giving to the whole system a more specifically Indian orientation. The Government of Bengal is about to step into the shoes of the Government of India, so far as the University is concerned; since education is a transferred subject and is in the hands of an Indian Minister, the effect of this impending change will be to give you complete Home Rule in the matter of University education. It is true that I—an Englishman—shall become your Chancellor; but that is due to the accident of my being at the moment Governor of Bengal. I welcome the fact for many reasons; but not least because it will place me in a position to invite Sir Asutosh Mookerjee to co-operate with me and with the Government of Bengal in bringing about by a process of evolution those changes to which I have referred. It is my intention, acting with the full concurrence of the Minister concerned, to invite Sir Asutosh Mookerjee to accept the Vice-Chancellorship. No man surely is better qualified so to mould the future of your University as to make of it a national University in the best and truest meaning of the word. One thing only is required and that is your whole-hearted

support. Do you desire revolution or evolution? Destruction or construction? Non-co-operation or co-operation? The choice is yours. And in making it let this knowledge sink deep into your souls—that with the choice goes also the responsibility for its effects. Yours is the choice; yours also will be the retribution or the reward in accordance with the choice you make.

The 24th March, 1921

Sir Nilratan Sircar, Kt., M.A., M.D.,
Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

I accord to you all a most cordial welcome to the Convocation this afternoon.

I take this opportunity to express our satisfaction at the action taken by the Government of India in giving effect to the desire of the Senate that the present relation of the University with the Government of India should be modified. There was a strong feeling in the country that found expression in the press and on the platform that after the inauguration of the Reforms there could be no justification on the part of the Government of India to retain their present powers of control over Calcutta University. It will be remembered that the Sadler Commission had recommended in distinct and definite terms that the University of Calcutta should cease to stand in relation of special intimacy to the Government of India, that a new and more organic connection should be established between the Government of Bengal and the University, and that the Governor of Bengal should be Chancellor of the University. The original intention of the Government of India seemed to have been to continue the present

arrangement until their proposals for the reconstruction of the University, had been carried into effect. The Government of India, however, are to be congratulated on the way they have availed themselves of an early opportunity to modify this decision.

It is also a matter of sincere satisfaction that the Government of India have acceded to our further desire that any legislative action that may be found necessary for the reconstruction of Calcutta University should be undertaken by the Bengal Legislative Council instead of either the Legislative Assembly or the Council of State. It is right and proper that Bengal should enjoy her legitimate right to mould her own educational policy. The link that bound the University for over sixty years to the Government of India is thus unfastened to-day. The termination of an association that continued for such a long period would naturally cause a severe pang. Instead of feeling any wrench for this separation, however, we welcome our liberation with the greatest alacrity.

When at the last Convocation I announced to you the second gift made by Sir Rashbehary Ghose to this University, nobody for a moment imagined that we should be called upon to mourn his loss so soon after that. Sir Rashbehary had long overstepped the limits of human life set down in the well-known Biblical expression. But his remarkable alertness of intellect, the unusual vigour of his physical frame, and his never-ceasing interest in all public and beneficent movements, displayed up to

almost the last days of his active life, led us to assume that Sir Rashbehary would be spared to us long. He had by his priceless services to his Motherland secured an abiding place in the hearts of his admiring fellow countrymen, and although he has departed from this world full of years and full of honours, his death comes to us as a great shock. Our University is to-day bereft of her greatest benefactor, as also one of her most cultured and gifted sons, one who stood head and shoulders above his compeers. Providence had endowed him in an uncommon measure with the richest intellectual qualities. In Sir Rashbehary these qualities were united with a fervent heart that readily responded to the call of his country. It is this singular combination that gained for Sir Rashbehary so firm and powerful a hold upon the affections of his fellow countrymen. By his brilliant attainments, his unexampled philanthropy, and his unique record, Sir Rashbehary has brought rare distinction to his own University. An example such as his would do honour and bring credit to any University in the world. His greatest claim upon the gratitude of his countrymen lies in the open-hearted generosity that he showed in advancing the cause of learning. Sir Rashbehary's charities for education were of a most catholic and wide-embracing nature. By far the largest amount of his benefactions was received by our University and most of this was placed at her disposal during his life-time. And at the time of his death he made over to his University the further sum of two lakhs and a half

to be set apart for the furtherance of agricultural education. Besides his munificent donations to this University he has left a princely endowment, estimated to yield about 10 lakhs or more which is to be devoted to the promotion of technical education. He has left a large sum of money together with his extensive and well-selected library, with the exception of the law books, for the secondary school of his native village in Burdwan. Some other well-known educational institutions had been, as is well-known, recipients of his bounty during his life-time. Unborn generations of the youths of his country will profit by the benefactions made by him for the promotion of learning. Sir Rashbehary Ghose's name will be enshrined in the memory of his grateful countrymen and will go down to posterity as one of the greatest patrons of learning of modern India.

We barely had time to recover from our sorrow for the loss of Sir Rashbehary Ghose, when we were dealt another sharp blow by the death of Lt.-Col. Suresprasad Sarvadhikari. One of the most talented alumni of this University, Lt.-Col. Sarvadhikari rose to the eminent position he occupied in his profession by dint of conscientious work and sheer ability. His death deprives our University of one of her most active and wide-awake members, and this Province of a citizen, whose public-spirited activities in spheres where so few cared to move, extorted admiration from all. Lt.-Col. Sarvadhikari's labours in connection with the Bengal Ambulance Corps disclosed his great

powers of organisation. Those who had opportunities of watching his work in connection with the Calcutta University Corps know how unflagging was his zeal for the cause that he advocated, how he threw his heart and soul into any movement that he espoused. The Carmichael Medical College, of which he was President, and with it the cause of medical education in Bengal, has sustained a severe loss by his death. It is no exaggerated statement that I make when I say that it would not be easy to find people who would take his place in the various departments of public activities which he filled so worthily. His premature death has inflicted an irreparable loss upon his University and Province.

By the death of Mahamahopadhyaya Satis Chandra Vidyabhushan, Principal, Sanskrit College, we have lost a capable teacher and an able and diligent oriental scholar. As a member of the Syndicate, of the Faculty of Arts and of several Boards of Studies, Mahamahopadhyaya Satis Chandra Vidyabhushan did very useful work. Another Ordinary Fellow whose death we mourn was Mr. F. A. A. Cowley. He was appointed a Fellow only in 1917. He took great interest in the affairs of this University and was elected Dean of the Faculty of Engineering in 1920. The ranks of our Honorary Fellows have this year been further thinned by the death of Rai Bahadur Protapa Chandra Ghosha, who had the reputation of a sound and competent scholar. Last, but not least, we have to record the death of Sir Thomas Raleigh, who was our Vice-Chancellor for four years from

1900 to 1904, an important period in the history of this University. Sir Thomas Raleigh was President of the Indian Universities Commission, on whose recommendations was based the Indian Universities Act of 1904. Our University was formerly a purely examining body. The inclusion of teaching among its functions and the provision of representation of teachers on the governing bodies of the University were due mainly to the efforts of Sir Thomas Raleigh. This has enabled our University to develop her Post-Graduate department which gives her the character of a teaching University.

Last year I related to you the circumstances that obliged us to carry on our work in a state of suspended animation. These conditions have not changed since then, with the result that it is not possible for the University to introduce even the most pressing reforms. It occurs to me that there is considerable force in the observation made by a former Chancellor of this University with reference to the controversy that raged round the question of reform of the University of Oxford, of which he is now Chancellor, that voluntary self-reform may be less sensational in its operations than changes imposed by external force, but it is capable of being equally effective and that there are occasions when it may be both desirable and possible for a University to assume this duty herself.

It has not been possible for us to introduce many much-needed changes during the year owing to the peculiar circumstances in which we are

placed. I ought not, however, to allow this occasion to pass without mentioning the steps that we have taken to give effect to the terms of Sir Rashbehary Ghose's gift for the promotion of technological education. Dr. H. K. Sen, a distinguished graduate of our University, who had the further benefit of training in an English University, has been appointed with a number of assistants, to impart instruction in certain branches of technological Chemistry. Dr. P. N. Ghose, another capable graduate, has been appointed to carry on work in the department of Applied Physics. He has been deputed to visit important laboratories and business centres in Europe before beginning his work. The Post-Graduate department is carrying on its work of teaching as well as research in both the scientific and literary branches with the usual energy and enthusiasm.

On the literary side of the Post-Graduate department we have made provision, though in a very modest scale, for the teaching of Anthropology. This is a department of knowledge that affords wide scope for study and research in this country, the results of which may be expected to be of immense benefit to us as a nation. It is a matter for regret that although there lies before educated Indians an extensive field for carrying on investigations in a branch of knowledge that has been described by the eminent anthropologist, Karl Pearson, as the "Queen of Sciences" fit to be the "crowning study of the academic curriculum," the contributions of Indians have been very poor. We have to

contrast the apathy and neglect of Government, the Universities and the public in India in this matter to the conditions in western countries where anthropological study and research receive much better support and encouragement.

Another important work to which we have put our hand, with the help of a competent and willing and, practically, voluntary staff of workers, is the medical examination of students. In countries such as England, France, Belgium, Germany, Austria, Japan, the United States of America, there exists a regular system for the examination of the health of students. The object for which this system has been introduced is to increase the physical efficiency of the people of those countries. Unfortunately we in this country have so far been indifferent in this very important matter. The results of the investigations that we have so far conducted show how urgent is the need of organised work for improving the health of the student community in Bengal. It has been found that the percentage of our students who may be regarded as free from any physical defects comes up to only 36. A further deduction should be made by taking into account general malnutrition without any special defect in any organ. Roughly speaking it may be said that 33 per cent. of our students are free from defects and about 67 per cent. are defective in some way or other. This means that two-thirds of the student population have got some disorders to be attended to. Only 12 per cent. of the students examined show a proper development of the musculature.

The teeth show a very large percentage of defect. Only 68 per cent. of the students have got normal teeth. It is curious that the percentages of eye and tooth defects are almost the same. Whether there is any real correlation between the two remains to be investigated. Contrary to expectations the percentage of heart defects was found to be as high as 7 per cent. Most of these were unattended with any subjective symptoms. Lung defect shows a frequency of only 5 per cent. This is probably explainable because lung trouble is likely to draw more attention. The percentage of liver trouble is only 1. Spleen was observed in about 2 per cent. of the cases, throat trouble in about 4 per cent., general eye defect apart from refractive error in 7 per cent., hernia in 3 per cent. It is imperative that steps should be taken to remedy this grave condition of affairs. The Government on the one hand and the general public on the other should come to the help of the University in this matter. Neither money nor efforts should be spared to improve the physical well-being of the youths of Bengal.

When I spoke to you last the Bill for the constitution of a teaching and unitary University at Dacca was before the Indian Legislative Council. That measure has since been passed into law and, as you are aware, arrangements are in rapid progress for starting the work for the University in a few months. We offer our heart-felt good-wishes to the new-born University which can always count upon our most cordial support in her work. It is earnestly hoped that Dacca will before long be transformed

into an important centre of learning, spreading sound knowledge and disseminating true enlightenment.

I desire to refer to-day to some aspects of the movement that has been directed of late against our system of University education. It is asserted by some of our critics that the education that our University imparts creates slave-mentality in the youths of the country, and that what the situation demands is an immediate and total destruction of the system of education as it exists at the present moment and the introduction in its place of a complete system of national education. Students are exhorted to leave existing colleges and schools and are asked to join new institutions which, it is promised, will blossom into full-fledged national universities as soon as they are brought into existence.

It would be possible for us to realise what our critics exactly mean by national education if they cared to place before the public any regular scheme of education. Nothing deserving of mention, however, appears to have been attempted in this direction so far. We do not know of any systematic plan of national education beginning from primary to the highest stages. We have not before us any well-planned scheme of technical, vocational and professional studies. All that we know of is a poor and cheap replica of some parts of the existing system.

It does not require any elaborate reasoning to demonstrate at this time of day that every nation must work out its educational salvation in its own

way. Nobody claims that the system of education, as it exists to-day in Bengal, fulfils all the conditions of a system of National Education. The present system was brought into existence under peculiar circumstances. Our educational machinery has so far formed, as it forms in every other country, a part of the larger machinery of Government and has, therefore, partaken of the character of the larger whole. This system of Government has now been altered and education has been set apart as a subject to be controlled by an Indian minister appointed from among the elected members of the Legislative Council. It is now fully recognised even by the British authorities that the progress of this country cannot be consummated so long as its people are not allowed the indefeasible right to direct its affairs and safeguard its interests.

As I have said, it cannot be claimed for our University that she realises all the essential features of an effective system of national education. But a close examination of the existing conditions will leave no room for doubt that this University is gradually adapting herself to the needs and requirements of the country and thus tending to become more and more national in character. Things are changing and they have to change. When the movement for national education originated in Bengal fifteen years ago, its promoters, who included some of the foremost educationists of the day in our Province, defined its objects in definite and distinct terms. Amongst its principal objects were the provision of national control, the imparting of education

designed to incorporate with the best oriental ideals of life and thought, the best assimilable ideas of the west; the attaching of special importance to a knowledge of the country, its literature, history and philosophy; the promotion of the study chiefly of such branches of the arts and sciences as are best calculated to develop the material resources of the country and satisfy its pressing wants; and to impart and facilitate the imparting of education through the medium of vernaculars.

Whatever the policy of the past, who can deny that a radical change has now come over the ideals of our University and that she is assimilating in her own system one by one all the characteristics that would render our educational system national in character? As I have already pointed out, education is now a branch of administration that is entrusted to an Indian Minister who is expected to fulfil the duties and obligations of a popular and responsible Minister. Indian vernaculars occupy now a very important place in the scheme of studies of our University both as independent subjects of study and as media of instruction and efforts are also being made to develop an efficient school of Indian culture-history in the Post-Graduate department. If the University has not been able to do all she wanted to do or all that she should have done to advance agricultural, commercial and technological education, the blame cannot be laid entirely at the door of the University. It must, however, be admitted that though only during last year the University could formally start instruction in some

branches of technology, the splendid school of chemistry, already in existence, has substantially helped the development of the material resources of the country. All this shows that our University aims to realise the ideals of a system of education that may fitly be described as national.

It will be readily admitted that the present educational system has its defects and our University is not without her short-comings. But what institution in the world is there which has not its imperfections, and we have our special difficulties. Those acquainted with the conditions of the most advanced among the self-governing countries in the world, where education has made the greatest strides and public interest in educational matters is so marked a feature of national life, know how great is the dissatisfaction that is often expressed by people against systems and institutions. I mention this with the object of impressing on the minds of our critics that systems and institutions grow. You cannot expect that the mere reiteration of the magic words 'national education' will bring into existence one fine morning a fully equipped and faultless system of education which like a full-grown banyan tree would spread its branches far and near.

If our critics would devote their attention to constructive work instead of directing their energies mainly to the work of destruction, they would realise the difficulties of others as also the stupendous nature of the task before them. There could not only be no case for complaint if these people

had set their hands to such work but this would, in fact, be welcomed by all who desire real progress. In a country like India, where the vast mass of people are still illiterate and are sunk in ignorance and only a small percentage enjoy the benefits of education, there is ample scope for the introduction of more than one system of education and the establishment of a net-work of educational institutions. This vast and prodigious work cannot be accomplished by one single authority or by one or two sets of people. Further it must be remembered that it is variety, not uniformity of educational enterprises, that makes for progress everywhere. When such a vast and limitless field of possible educational endeavour lies unexplored and untouched by any agency, which is again is not likely to be tackled by any agency in the near future, one marvels why instead of efforts being made for supplementing the work done by the existing schools and colleges, they should be directed to the absurd and impossible work of demolishing the present structure of education so that on its ruins might be reared a brand new structure for which plans have yet to be conceived and materials yet be provided. If instead of frittering away their energies in the mad endeavour of weaning away students from existing schools and colleges and of demolishing these institutions, our critics would devote their energies to the establishment of additional schools and colleges to impart education on lines which appear to them to be right and proper, they would advance the cause that they seem to profess.

Among the charges levelled against our University none is more unreal, none more fantastic, than that the education that she imparts produces slave mentality in the youths of our country. No greater calumny than this has ever been uttered against those of our men and women who have received the benefits of modern education. It is neither fair not just that an education that has conferred such lasting benefits on the people of India should be assailed in this fashion. Those who make this extraordinary suggestion betray not only a lamentable lack of a knowledge of realities but also a wanton disregard of facts. A little thinking will dispel much of the misconception that exists in the minds of many persons in the matter, and a comparison of the mentality of those who have had no education with that of those who have come under the influence of education will at once show the absurdity of the proposition that the education that the University imparts has a special proneness to make people servile. It is amongst educated men that ideas of liberty and progress have mainly flourished. It is they who have not only identified themselves with, but have been in the vanguard of, the progressive movements of the day. It is they who attempted to remove superstitious practices and to eradicate social evils that block the way of progress and reform. It is they who have worked for the amelioration of the condition of the masses, and for removing the inequalities that disfigure the life of the community. They have always stood against oppression and wrong, have worked for the uplift

of the people, and have endeavoured to secure the honour and welfare of their country, often at considerable inconvenience and sacrifice. It is they who in the main have thus worked for furthering the work of nation-building. These are not signs indicative of what our critics so fondly describe as slave-mentality. Our University is to be judged by her best products, not by the indifferent ones who abound and preponderate in every University.

I have referred at some length to the systematic assault that has of late been carried on against our University and have endeavoured to meet some of the charges that have, I think, been unjustly brought against her. While agreeing that the University has not been unmindful of her duties and responsibilities, it cannot be denied that if she is to fulfil the true functions of a modern University she must adapt her teaching to the altered conditions of the time. The structure of University government has also to be remodelled on more popular and liberal lines, but this does not rest entirely with the members of the present University and I am not concerned with this question to-day. Referring to the adaptation of teaching in respect of which it has been complained that we have devoted no proper attention to the question of finding careers for our graduates, I admit that we have too long neglected the agricultural, commercial, and technological sides of education. The result has been that we are placed at what may be said to be almost a permanent disadvantage in comparison with the other countries of the world. The problem before us is, how

are we to fight the formidable organisations that advanced countries have set up for the training of their businessmen and industrialists? The goal to-day is thus, as I said last year, a University which mobilises all the resources, moral as well as material, for organised national service. What is demanded is that in addition to the literary education that the University has so far practically been engaged in imparting, she should provide instruction in a regular and systematic manner in applied science and other practical subjects. If we are not able to do this it would be difficult for us to hold our ground in the flood of new competition that is surging up around us. One of the reasons why the propaganda against existing educational institutions received some response from the students and their parents was the absence of a definite purpose in the minds of students following many of our courses of studies. Students pursuing vocational courses such as medicine, law and engineering have not thus generally been found to be moved by the entreaties of those who wanted to seduce them from their studies. Having regard to the urgent needs of the country as well as for providing adequate and suitable careers for our youths, it is imperative that a turn should be given to education on the lines of practical utility as indicated above. But this is not wholly a question of University education. The country wants a much larger number of foremen, supervisors, overseers and others like these than that of high class experts to be turned by the University. And vocational education in order that it may

have a high top like other branches of education must have a broad base. This must be provided by introducing a better form of secondary education with a properly equipped vocational side. I am glad to say that some steps are being taken in this direction. It is imperative that agricultural, commercial and technological sides of education should be properly developed in both the secondary and University stages. When this is done the University, along with her already well-developed cultural side, will not only form a most efficient organ of national education in the country, but will also satisfy the tests of a well-equipped modern University.

It is customary for the Vice-Chancellor on an occasion like this to offer a few words of advice to the graduates. I do not think I can say to you anything new, anything that has not been said by persons who have either occupied before me the position that I hold to-day or have addressed on occasions similar to the present. But I desire to give expression to a few thoughts that have arisen in my mind spontaneously. Fellow graduates, you are passing through one of the most tempestuous periods in the history of this world, when new aspirations and new ideals are springing up in every direction. When the sun shines in its dazzling brilliancy people who look at it are dazed by its resplendent glare. Similarly the present over-abounding and exuberant rush of new ideas and new thoughts has bewildered the vast majority of people who are neither used to systematic thinking nor are

familiar with the lessons that might be derived from a study of human thought and endeavour in this world. At such a time a very heavy responsibility rests on your shoulders. You have been nurtured by this University. It is to her that you owe the equipment that has fitted you for your journey of life. Your University naturally expects that you would discharge the obligation that you owe her by a rigid adherence to the methods and principles that the education that you have received and the discipline that you have undergone enjoin upon you. Spiritually conceived education is Plato's "turning of the soul towards the light." This requires that you should keep your mind always open to truth and should not be led by sophistries and sham. On you rests the duty—a very onerous duty at the present moment—of guiding those among your fellow-countrymen, who have not had the advantages of education that you enjoy, along right and proper channels.

The 17th December, 1921.

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., D.Sc., Ph.D.,

Vice-Chancellor.

MEMBERS OF THE CONVOCATION,

Amongst the many privileges enjoyed by an Indian University, one of the most highly prized is the power to confer honorary degrees on persons distinguished for eminent position and attainments. This function serves to enlarge the primary scope of the University as an institution for the encouragement of our fellow-subjects in the pursuit of a liberal course of education, by the promotion of study and research, by the provision for instruction of students, by the ascertainment of merit through examinations, and by the bestowal of rewards and marks of honour. The authority to confer an honorary degree implies that a University is in essence an academy of learned men banded together for the discovery of Truth and is consequently entitled to draw within its sphere of recognition individuals engaged in the advancement of learning, regardless of the limitations of race, colour, creed, or of dogmas social, religious or political.

It is needless for me to emphasise, in this connection, that during a dozen years it has been our constant endeavour to realise this high ideal, by the

creation of new intellectual agencies and new organisations for the advance of knowledge, learning and research. Our University has, indeed, been the pioneer and the leader in what has now become an all-India movement; and judged by the extent and variety of the subjects comprehended in the scope of our activities and the worth and excellence of the work accomplished by many of our teachers, we are still the foremost Teaching and Research University in this vast continent. The Senate of this University, conscious of its obligations, has accordingly decided to exercise the valuable right to confer honorary degrees on the memorable occasion of the visit of His Royal Highness the Prince of Wales, and the duty is now cast upon me, in accordance with established usage, to remind you briefly of the services rendered to the cause of advancement of learning by the personages whom we have resolved to honour in an appropriate manner.

Amongst our guests stands pre-eminent the Right Hon'ble Sir Rufus Daniel Isaacs, Earl of Reading. The romantic history of his early life, the splendour of his success at the bar, the brilliance of his achievements as an ambassador and the glamour of the exalted office he now holds under the Crown, cannot but stir the imagination of the lay man. But, let me urge, that another feature of his career appeals powerfully to us, the members of an academic body which has sedulously endeavoured to foster the study of the science of law and is proud to count among its alumni leaders of the highest eminence in the legal profession. His name

occupies a distinguished position in the long line of illustrious men, who have adorned the most ancient judicial office in the land of his birth, and we are met to-day to express our high appreciation of the signal success which marked his efforts to expound and administer those immutable principles of jurisprudence that constitute the priceless heritage of mankind, alike in the East and the West.

The Right Hon'ble Syed Ameer Ali, who stands in the foremost rank of our graduates, has spent a life-time in the noble task of administration of justice in the name of his Sovereign in one of the highest Courts in India as also in the supreme tribunal of appeal for the British Empire beyond the seas. His scholarly contributions to the exposition and development of legal principles have long outstripped the boundaries of Moslem Jurisprudence. Equally striking has been the success achieved by him in another and a distinct sphere; his presentation of the life and teachings of the Prophet of Islam, the spirit and ethics of his religion, and the history of the remarkable civilisation and manifold activities of the Saracens, is characterised by purity of style, sobriety of judgment and critical acumen, which have secured for him an honoured place in the front rank of historians of the Muhammadan faith. To our deep disappointment, his advancing years and his judicial engagements have rendered it impossible for him to revisit the scene of his early labours and to receive the enthusiastic welcome which would assuredly have awaited him.

Professor Arthur Anthony Macdonell yho has

ably maintained the high reputation of the Boden Chair of Sanskrit in the University of Oxford, has assiduously laboured for the promotion of oriental studies, and his services are held in high regard wherever Sanskritic studies are honoured. His works on Vedic Grammar, Vedic Reader, Vedic Mythology, his critical editions of the Sarvanukramani of Katyayana and the Brihaddevata, his Sanskrit Grammar and his Sanskrit-English lexicon have served to illumine many a dark labyrinth of Sanskrit learning, to the benefit of two generations of grateful students. The utility of his numerous contributions has secured for him unquestioned recognition by orientalists in the eastern as well as the western hemisphere. As might have been anticipated, considerable interest was roused amongst the students of our University by the announcement that a scholar of such maturity of judgment and breadth of vision would discourse to them on Comparative Religion, on the foundation recently established by our worthy benefactor, Mr. G. C. Ghosh, in memory of his late lamented son, Stephanos Nirmalendu Ghosh. It is not a matter for surprise that they should have been keenly disappointed to find that his visit to these shores has been temporarily postponed by reason of sudden illness.

Far different has been the field of intellectual activities of Professor Sir William Jackson Pope, who has shed lustre on the Chair of Chemistry in the University of Cambridge and holds a distinguished place in the foremost rank of investigators

and teachers of Chemistry of the present generation. The scientific world is indebted to him for highly important discoveries which have thrown much light upon the impenetrable mystery surrounding the problem of the ultimate nature of matter. In collaboration with Professors Perkin and Wallach, he has published the results of numerous experiments dealing with the optical activity due to asymmetry of nitrogen, tin, selenium and sulphur atoms; and in conjunction with Professor Barlow he has propounded an attractive theory, remarkably supported by experimental evidence, dealing with the connection between crystalline structure and chemical constitution. The practical value of his brilliant researches in aerial photography has received well merited recognition; and he has placed the students of this University under special obligation by the striking lecture on the Reality of the Atomic Theory which he delivered recently in connection with the lectureship established by Professor Adharchandra Mookerjee.

Professor William Alexander Craigie, who so deservedly occupies the Chair of Anglo-Saxon in the University of Oxford designated after Rawlinson and Bosworth, has oft roamed in the realms of gold and many goodly states and kingdoms seen. The results of his explorations in the region of Gaelic, Scottish and Scandinavian Culture, Religion and Civilisation have made his name a household word amongst scholars of high repute. At the same time, his appreciations of the Icelandic sagas on the one hand, and of Robert Burns on the other, have

found response amongst a wider circle of readers. His name and fame are, again, closely linked up in the popular mind with his labours as Joint-Editor of the great Oxford English Dictionary, which has been rightly regarded as a lasting monument of the richness of the English Language and of the vitality of British scholarship. Our students deem themselves fortunate to have an opportunity to profit by the lectures of so ardent a scholar in whom are combined the best traditions alike of St. Andrews and Oxford.

In Dr. Brajendra Nath Seal, we welcome one of our eminent graduates, whose services have been enlisted by a highly progressive Indian State in the momentous formative period of the history of its University. His intellectual attainments are truly encyclopaedic in scope and character, and the most powerful microscope would be needed to detect the cultural germ which has successfully escaped his omnivorous instinct. His name is held in veneration by the students of Bengal, who, whether at Berhampore, at Coochbehar, or in Calcutta, have come under the influence of his intellectual dominance in the departments of Philosophy, Religion, Literature, Mathematics and the Physical and Natural Sciences; and scholars in Western countries have been equally ready to recognise in him a compeer, fully their equal in many a region of human thought.

The Hon'ble Mr. Raghunath Purushottam Paranjpye, after his brilliant academic record in the Universities of Bombay and Cambridge, nobly

decided to adopt a career of honourable poverty, and to dedicate his life to the promotion of education amongst his countrymen. The Fergusson College, which owes its origin to the farsighted educational policy of intellectual leaders like Bal Gangadhar Tilak, Vishnu Krishna Chiplunker, Mahadeo Balkrishna Namjoshi, Vamana Shivaram Apte and Gopal Ganesh Agharkar has been sanctified by the unselfish labours of a long line of illustrious Mahrattas, including amongst others, Gopal Krishna Gokhale, and I felt myself on hallowed ground when I was privileged to visit that memorable institution in the historic city of Poona. The spirit of sacrifice and service imbibed by him at the feet of his great masters, in whose steps he has treaded, has become so inseparable an element of his nature that it will never disappear, however exalted be the station in public life that he may be called upon to occupy.

Sir John Marshall, who has so wisely directed the activities of the Archæological Department for the last twenty years, came out to this country with the reputation associated with a distinguished academic record in the University of Cambridge. His mind had been saturated with what might be fittingly described as the Hellenic spirit, and his intensive study of the masterpieces of the Greek intellect had been followed by journeys of exploration in those classic lands where Greek genius had flourished in all its glory. It is easy to be wise after the event, but I venture to think that one might have predicted, even without the gift of prophecy, that a

scholar who had drunk deep at the Piraean spring would not be slow to appreciate the manifestations of the Indian genius in the field of sculpture and architecture. He has earned the deepest gratitude of the Indian people by his devotion to the systematic conservation and preservation of ancient Indian monuments at Delhi, Agra, Lahore and Mandu and to the scientific exploration and excavation of many a site of ancient Indian civilisation such as Saranath, Bhita, Sanchi and Taxila. His contributions to the advancement of our knowledge of Indian Antiquities are of abiding value, while the constant encouragement he has afforded to fellow-workers and students in this fascinating field has led to the rapid growth of an indigenous school of Indian Archæology.

Mr. Rudrapatna Shama Shastri, who has been the guiding spirit of the Chamarajendra Sanskrit College at Bangalore and the Government Oriental Library at Mysore, is a profound scholar whose unquestionable merit has been overshadowed by the innate modesty of his character. His brilliant performance in the difficult task of decipherment of the unique manuscript of the Artha Shastra of Kautilya will bear comparison with the restoration of the text of the Institutes of Gaius by Goeschen and Hollweg and of the text of the Panchasiddhantika of Varaha-Mihir by George Thibaut and Sudhakar Dvivedi. His labours in the preparation of the editio princeps and of the first English version of this great monument of Indian genius in the domain of Political Philosophy deserve the highest commendation; but

while scholars have not been slow to utilise the results of his life-long toil, generous acknowledgment of obligation has by no means been profuse. His other contributions to Indian History and Antiquities have been thrown into comparative shade by the well-merited success which has attended his efforts to lay a solid foundation for the study of the science of Indian Polity during the Vedic and Post-Vedic periods.

Professor Sakkottai Krishnaswami Aiyangar, who has filled with distinction the Chair of Indian History and Archæology in the University of Madras, has successfully pursued his investigations in an obscure and neglected branch of Indian studies. He has endeavoured to estimate the value of the contributions of Southern India to culture and civilisation in ancient and mediæval times, and his successive works on Ancient India, the Beginnings of South Indian History, South India and Her Moslem Invaders, and the History of the Hindu Empire of Vijaynagar have notably helped to dispel the illusion that Northern India and Northern India alone has been the most potent factor in the growth and expansion of Indian culture in all its varied manifestations.

Professor Devadatta Ramkrishna Bhandarkar, who so fittingly occupies the Carmichael Chair of Ancient Indian History and Culture, is the inheritor of an illustrious name held in high reverence in every centre of Sanskrit learning. His bold and brilliant excursions into many an unknown tract of ancient Indian History have furnished fresh evidence

of the law of heredity, and his colleagues rejoice to find in him, not a chip of the old block, but the old block itself. I shall not undertake to appraise here the value of his many original papers on Indian History and Antiquities, which are found scattered through the volumes of the Indian Antiquary, the Journal of the Bombay Branch of the Royal Asiatic Society, the Journal of the Asiatic Society of Bengal, the Epigraphia Indica, the Archæological Annual, the Hyderabad Archæological Series and other like learned publications. He may rightly be regarded as the path-finder in trackless regions of the boundless field of Indian antiquarian research, and this has enabled him to take unquestioned rank as an inspiring teacher. To him it must be a deep gratification to be admitted to the degree which was conferred a dozen years ago in this very hall upon his venerable father, who has fortunately been spared to witness the triumph of his son, whom he so sedulously brought up to follow in his footsteps.

Professor Henry Stephen holds a unique position among the teachers of our youths, whose affection and reverence he has enjoyed for forty years. Whether within the walls of the College consecrated by the religious fervour of Alexander Duff, or within the wider sphere of a Teaching and Research University, he has helped to ennoble their lives by bringing them into contact with the minds of the greatest seers of the world, the acknowledged masters of Literature and Philosophy. To the surprise and delight of thousands of pupils, he has elucidated, with equal ease and enthusiasm, the problems of

life as expounded by Aristophanes and Shakespeare, by Plato and Kant, by Aristotle and Emerson, by Virgil and Coleridge, by Schiller and Swinburne, by Wordsworth and Bergson, who symbolise the wisdom of diverse ages and races.

Rai Sahib Dines Chandra Sen, who has worthily held the Fellowship which commemorates the services of that pious educationist of a bygone generation, Ramtanu Lahiri, has established for himself an unassailable position as historian of our mother-tongue in its manifold aspects. It was in recognition of the value of his original researches in the history of the language and literature of Bengal that the Secretary of State for India, now more than twenty years ago, awarded him the first literary pension in British India. His numerous contributions on the life and times of Sri Chaitanya, the great apostle of religious revival in the fifteenth century, have served to elucidate many a dark corner in the social and literary history of Bengal; on the other hand, his labours in the examination of the earliest manuscripts of the Bengali language have smoothed the path of all his followers in that captivating field of scholarship. The value of his life-long work in these and other departments has spread the fame of this Uinversity in far distant lands and has been appreciated by scholars of all shades of opinion.

Professor Abanindra Nath Tagore, who has accepted our invitation to occupy the Bagishwari Chair of Indian Fine Arts—a subject whose claims have unfortunately not hitherto been recognised by

Indian Universities—is the undisputed leader of the movement for revival of the School of Indian Art. He is himself a gifted artist, whose numerous paintings exhibited in Delhi, Simla, Bombay, Calcutta, London, Paris, Tokyo, Boston and New York have arrested the attention and secured the admiration of connoisseurs. His presence in what has hitherto been regarded as orthodox academic circles will help us to realise that true national education is impossible without a genuine appreciation of national art. Nowhere does it require to be more insistently emphasised than here that if it be the purpose of a University to train men for the public services and for professional careers, it is equally its duty to widen the intellectual and spiritual horizon of the students. This will be most effectively achieved when our people learn to appreciate the patent truth that the soul of India manifested itself in a special manner through her wonderful art which furnishes a powerful instrument for self-discipline and self-refinement.

Professor Cuthbert Edmund Cullis, who has for more than a generation revealed to our ablest students the abstruse truths of the highest branches of Mathematics, now adorns the Chair named after our late Chancellor, Lord Hardinge. He has been for many years past engaged in recondite researches on the mysteries of mathematical forms which would bewilder the ordinary mortal. Yet his discoveries, though wellnigh incomprehensible to all but the trained mathematician, have proved to be capable of fruitful and far-reaching applications in the realms

of Higher Algebra, Geometry of Hyper-spaces, Vectors and Invariants, with possibility of extensive use in the solution of difficult problems in Applied Mathematics and Physical Science.

Dr. Gilbert Thomas Walker, one of the acutest intellects sharpened by the remarkable discipline which has made Cambridge famous as a seat of mathematical learning, has not only worthily maintained but has substantially enhanced the high reputation of the work of the Indian Observatories, initiated by his predecessor, another prominent son of Cambridge, the late Sir John Eliot. But five years before he chose India as the field of his activities, he had established a lasting reputation as a mathematician and physicist of the highest rank by the penetrative insight displayed in his Essay on Aberration and problems connected with the Electro-magnetic Field; the value of this work may be appreciated from the fact that it was adjudged worthy of the Adams Prize in the University of Cambridge, jointly with the thesis on Æther and Matter submitted by Sir Joseph Larmour. He has further laid our students under obligation by his lectures on the Theory of Electro-magnetism in which he expounded a subject, inherently difficult of comprehension, with singular skill and clearness in presentation.

Professor Chandrasekhar Venkata Raman, fascinated by the charms of scientific research, abandoned a lucrative and tempting official career and accepted the Chair of Physics founded by our great benefactor Sir Taraknath Palit. His striking

investigations in various departments of Physics, particularly in the ever-widening field of the Theory of Vibrations, have attracted respectful attention in the highest scientific circles in Europe and America. But what is still more worthy of congratulation is that a vigorous School of Physics has sprung up for the first time in the history of our University, and students have flocked from all parts of India to his laboratories in the College of Science and in the Indian Association for the Cultivation of Science, to imbibe his enthusiasm and to profit by his teaching and guidance.

Sir Mokshagundam Visvesvaraya occupies a prominent place in the front rank of Indian administrators, and is conspicuous for his sagacity of judgment, independence of character and boldness of conception. But here I lay more emphatic stress on his triumphs as one of the foremost of Indian engineers. He has planned and executed, with unsurpassed skill, stupendous works of public utility to control and utilise the agencies of Nature for purposes of irrigation and improvement of agriculture. No one who has witnessed the practical result following the erection of the dams across the rivers Musi at Hyderabad and Kaveri at Mysore will venture to dispute his solid claim to the gratitude of his fellow-subjects.

We rejoice further to extend a cordial welcome to that renowned savant, Professor Sylvain Levi, who stands in the forefront of the present generation of French orientalists. It is now nearly eight years ago that we decided to give expression to our high

appreciation of his eminence as a scholar: but, by reason of the outbreak of the Great War, he found it impossible to be in our midst and to lecture to our advanced students on the captivating subject of India and her neighbours in ancient times. It is superfluous for me to reiterate his many-sided activities which have influenced the course of thought and speculation in almost every conceivable corner of the ever-extending domain of oriental studies. His wonderful mastery of Asiatic languages of the most diverse types, such as Sanskrit. Chinese, Tibetan, Annamese, Mongolian and Central Asian has enabled him to take a comprehensive comparative view of many an abstruse topic, literary, philosophical and religious; his learning is indeed so varied that the value of his contributions to the elucidation of the past history of Asiatic nations can be fully appraised only by a syndicate of specialists. It is truly a matter for congratulation that he should have found it possible to accept the invitation of our national Poet as also of this University to expound the mysteries of oriental culture to students at Bolpur and Calcutta.

I have reserved till the last all reference to one who is so intimately connected with us I mean our Chancellor. I am not called upon here to anticipate the verdict of history upon the administration of the Right Hon'ble the Earl of Ronaldshay as Governor of this Presidency during one of the most critical periods in the history of its development. But this I maintain with confidence that in him are united, in a very

special manner, the attributes of a gifted scholar and statesman. He had imbibed the best ideals of true education at Harrow and Cambridge, and his intellectual vision was widened by travel all over the East, from Turkey to Japan, from Siberia to Ceylon. It is no wonder that a cultured nobleman like him should be able, with hereditary aptitude, to temper his individuality with sympathy for the aspirations of the people whom Providence has placed under his rule. Remarkable for his inborn courtesy and sincerity, courageous yet felicitous in the expression of his convictions, he has secured the respect and admiration of all who had the privilege to come into contact with him, even though they might not assent to his views. He has been an observant student of human nature in the East, whether in the innermost recesses of the villages of Bengal or on journeys of exploration to unknown corners of the Eastern Himalayas and the glaciers of Kanchinjangha. But more than all this, he has appreciated the unfathomable difficulties which surround the metaphysical problems propounded by the sages of Buddhism on the one hand and Vedantism on the other; and few, even amongst those of his countrymen who have felt attracted by eastern ideals, have gained an equally deep insight into the basic problems of Indian Philosophy and Religion, which are indissolubly associated as much with our spiritual life as with the true advancement of the Indian Nation.

Finally, you, gentlemen, who have so indulgently listened to this inadequate estimate of the

varied achievements of so many distinguished individuals, with such diverse tastes and accomplishments, may well enquire if a characteristic, common to them all, may be discovered. Let me, therefore, venture upon a bold synthesis. To my mind, they are all pilgrims on the endless road which leads to that sacred shrine where the lamp of Truth burns eternally resplendent, the ultimate goal of humanity. They have never deviated from this noble path, and their activities have been constructive rather than destructive,—all honour to those, who have so faithfully worked, each in his allotted sphere, for the progress of the race.

The 27th December, 1921.

The Hon'ble Justice Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., D.Sc., Ph.D.,

Vice-Chancellor.

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

On occasions when Honorary Degrees are conferred in this University, the Vice-Chancellor is expected to dwell at some length on the eminent position and attainments of the distinguished recipients; but whatever may verily be pleaded in defence of this time-honoured custom, a departure may well be sanctioned when we are assembled to show our regard for the Heir-Apparent to the Throne. The event may rightly be interpreted as possessing a significance rather national and imperial than scholastic and academic. We rejoice to think that now forty-six years ago, when the Senate of this University desired to honour His Royal Highness Albert Edward, Prince of Wales, whom Queen Victoria of loved and revered memory, had sent out in our midst in token of her deep affection for the millions of her subjects in her Indian Empire, we were authorised to give expression to our feelings in a manner befitting an academic body and to open our roll of Honorary graduates with his illustrious name. We remember, again, with pride and pleasure that thirty years later His Royal Highness

George Frederic Ernest Albert, Prince of Wales, graciously consented, like his august father to join the rank of our Honorary Doctors of Law. We recall, further, with gratitude and exultation the memorable day when six years later, our great Sovereign and his consort vouchsafed to us the high privilege of approaching Their Gracious Majesties on this very spot, with a dutiful address expressive of our deepest feelings of loyalty and devotion. It is thus appropriate in the highest degree that on the present auspicious occasion we should be anxious to extend to His Royal Highness the Prince of Wales such enthusiastic welcome as lies in our power and thereby to renew a connection between the Royal House and our University which, to our joy, already possesses a hereditary character.

But let me emphasise that there are additional weighty reasons of a personal nature, why we are gratified by this opportunity to give outward expression to our feelings of esteem and admiration. Though still in the threshold of what is bound to prove a career of signal beneficence, His Royal Highness has given abundant proof of true nobility of soul. Whether amidst the peaceful life of an ancient seat of learning and culture, or amidst the storm and stress of a battle-field in the greatest of wars recorded in modern history, his high sense of duty and good comradeship secured for him the affectionate regard of all who were brought into contact with him. To their surprise and delight, he united inexhaustible courtesy with chivalrous courage, and

untiring energy with unfailing serenity of temper. It is no wonder that a Prince of the Royal House, so richly endowed by Nature, gifted with an ever-radiant smile, warmly interested in the welfare of the rising generation, anxious to meet and mingle with youth and to understand their hopes and aspirations, ever ready to open out his mind to them and to give them an insight into the ideas he holds in reverence as true and honourable—it is surely no wonder that such a Prince should, by universal testimony, conquer all hearts wherever he might go, in the Dominions of Canada, in the Australasian Colonies, in the United States of America, and, let me couple without hesitation the name of my motherland, India.

What then can be more eminently befitting than that he should prove to be one of the greatest of ambassadors that have ever served the British People,—the founders of commonwealths, the pioneers of progress, the stubborn defenders of liberty? What, again, can be more natural than that we should, with pride and pleasure, invite him, who symbolises in his person all that is best in the traditions of that race, to enter the portals of our Academy, which has been charged by our Gracious Sovereign to conserve our ancient learning and simultaneously to push forward Western science? It is, indeed, by a wise dispensation of Providence that the destinies of India have been united to those of a western nation so progressive and enlightened as Great Britain; this has rendered it possible for us to maintain and develop our highly cherished

national culture, intellectual and spiritual, and, at the same time, to take full advantage of the immense opportunities of advancement afforded by all the knowledge; all the science, all the skill of the West. But while we realise the truth that the destiny of men is in their own hands, that their future is for themselves to shape, we look for comradeship to the nation which has been a lesson to oppressors, an example to the oppressed and a sanctuary for the rights of mankind,—that comradeship which is the key to all well-being and happiness in the democratic life of the British Empire to-day, comradeship between nation and nation, between race and race, between people of all ranks in all walks of life. We have been taught to believe that every man and woman under the law should have an equal chance and equal hope, and that individuals and society will have their highest development and the largest allotment of human happiness where this is secured by the spread of education along with liberty under law—liberty, not license, civilisation, not barbarism, liberty clad in the celestial robe of law, that law which alone is the authoritative expression of the will of the people. The dynamic effect of the fusion of ideals, eastern and western, is already visible over this vast continent, the repository of an ancient and glorious civilisation. If I may be permitted to recall the language of our Gracious Sovereign, when ten years ago he gave us the watchword of Hope, "on every side I trace the sign and stirrings of new life"; I see, indeed, the majestic vision which unfolded itself to that great Puritan

Poet, the mighty-mouthed inventor of harmonies, the God-gifted organ-voice of England : "Methinks, I see in my mind a noble and puissant nation rousing itself like a strong man after his sleep and shaking her invincible locks." To have thus roused India from the slumber of ages and now to help her to reconquer for herself her position as a leading nation of the civilised world by assigning to her an honourable place of equality amongst the members of the commonwealth of Britain, will be not only the final realisation of the beneficent purpose of Providence, but also the crowning glory, the noblest achievement of the British race—the race that has secured from unwilling kings the charters of its political rights, the race that has afforded incontestable proof of its humanity by the abolition of slavery within its world-wide territories. The truest course, the surest course, for every member of that great commonwealth to follow is, I doubt not, to recognise that Indians, like Englishmen, are high-spirited and fearless ; both alike will do justice, will have justice, and will put up with nothing but justice from each other and from the nations at large. Weld them together, more and evermore, in a comradeship for defence of liberty under law. Their union of heart and purpose will record the triumph of justice and humanity, and will leave its indelible mark upon the pages of the history of Freedom in every sphere of activity of civilised man. We fervently hope that no sullen clouds of coldness or estrangement may ever obscure our fair relations and that the action or

inaction of men who meditate disunion may not succeed to mar the benevolent purpose of Providence; and we venture respectfully to charge the future King of the British People with a cordial message of good-will from us, assuring them of our desire to strengthen the golden link which connects India with Great Britain and the Royal House.

My Lord, I trust I shall be forgiven if I bring my address to a close on a personal note. On the occasion when forty-six years ago, an Honorary Degree was first conferred on a Prince of Wales, the distinguished graduates of this University were invited to witness the ceremony. One of the earliest graduates was permitted as an act of special favour to bring his little boy into the Senate House to have a glimpse of the Prince. The tumultuous acclamation which greeted His Royal Highness as he entered the hall made an ever-lasting impression on the mind of the boy. Thirty years later, the boy had developed into a Syndic and recorded his concurrence in a proposal to confer an Honorary Degree on the second Prince of Wales. Six years later, this very Syndic as Vice-Chancellor of this University and as the spokesman of the Senate had the high privilege to present a loyal and dutiful address to His Most Gracious Sovereign. By a singular turn of events, he now stands before you and has the supreme satisfaction to invite Your Excellency, as Chancellor of this University, to confer an Honorary Degree on the third Prince of Wales.

The 27th December, 1921.

H. R. H. the Prince of Wales.

YOUR EXCELLENCY, MR. VICE-CHANCELLOR, LADIES AND GENTLEMEN,

I thank you for the very high honour which you have conferred on me by granting me an honorary degree of your University.

My father, His Imperial Majesty the King-Emperor, received this honour at your hands in 1906, and six years later recalled the pleasure which the ceremony had afforded to him, in his reply to a loyal address presented to him by the representatives of your University.

On the latter occasion His Majesty dwelt on the high ideals which should animate Universities in India, and in his confidence that the labours of your governing body would be inspired by those noble standards and that you would shoulder your high responsibilities with a courage which would command success. At the same time His Majesty's deep interest in the cause of education was shown by his special commands to his Governor-General regarding the expansion and improvement of education generally in India.

I am gratified to hear that his wishes in the latter respect have borne fruit. It will be of interest to His Majesty to learn from me that his confidence in you was not misplaced; and that in the

rapid expansion of educational facilities, which has occurred, one of the important features has been the co-operation of bodies such as your University, in measures calculated to extend and improve the system of higher education in India in proportion to the expansion and progress which is taking place in other departments of education in this country. That this co-operation is cheerfully given in the face of financial and other difficulties redounds to your credit.

Gentlemen, I will not detain you longer. I trust that the honorary degree with which you have presented me to-day, will form a real bond of union between me and the University of Calcutta.

The 18th March, 1922

The Right Hon'ble Lawrence John Lumley Dundas Earl of Ronaldshay G.C.I.E., D.Litt.

Chancellor.

MR. VICE-CHANCELLOR, AND LADIES AND GENTLEMEN,

In December last, I received at the hands of the Vice-Chancellor a certificate admitting me to the honorary degree of a Doctorship of Literature of this University. I had no opportunity, at the time, of giving expression to my feelings of gratification at this signal mark of approbation on the part of the University. I do so now; and I would add that the pleasure which I experienced in receiving it was appreciably enhanced by the words of commendation from your Vice-Chancellor which accompanied it. It so happens that it now falls to my lot to make, on behalf of a number of the Scholars of this University, a presentation to the Vice-Chancellor. Let me explain. In the year 1919, Sir Asutosh Mookerjee completed the 25th year of his Doctorate; and it occurred to a number of those who were personally acquainted with his splendid work for the University that the occasion was a fitting one for commemorating it.

A committee of eminent scholars was accordingly formed, under the presidentship of Dr. Henry

Stephen to consider the best means of giving effect to this desire. And it was decided to arrange for the preparation of a set of volumes, in three main divisions, dealing with Arts and Letters, Science and Orientalia, to be presented to him as a tribute of respect, affection, admiration and gratitude. These volumes some of which are completed and the remainder of which are nearing completion, will consist of a collection of original essays, contributed mainly, but not exclusively, by members of the University. Volume I, consisting of 27 articles, is devoted to Arts and Letters; Volume II, in two parts, is devoted to Science; Volume III, in three parts, consisting in all of 101 articles, is devoted to Orientalia; and Volume IV is a contribution by certain members of the University Law College dealing with the work of Sir Asutosh Mookerjee as a Judge of the High Court. These Silver Jubilee Volumes will, consequently, constitute a unique collection of the contributions to learning of members of the University which, far more than any other individual, Sir Asutosh Mookerjee has been responsible for converting from a mere examining board into an active centre of teaching and research. No more suitable form could have been found for a gift designed to commemorate his great and peculiar services to the cause of education and learning in this country.

It is gratifying to find that, with the passage of years, his energy and enthusiasm remain unabated. The scheme drawn up by him in connection with the recent Khaira endowment provides an example. He will, doubtless, refer to this endowment,

which has resulted in an addition to the teaching staff of the University of five chairs in Indian Fine Arts, in Phonetics, in Physics, in Chemistry and in Agriculture. But there is another endowment of recent date which bears witness to his continued enthusiasm which he will probably pass over in silence. I refer to an endowment made by Sir Asutosh Mookerjee himself in April last, with a view to providing a gold medal, to be bestowed once in every two years upon the individual deemed by the Syndicate to be most eminent for original contribution to letters or science, written in the Bengali language. The medal, under the title of the Jagattarini Medal, has already been awarded for the year 1921 to Dr. Rabindranath Tagore, to whom I had the pleasure and privilege to hand it over just now; he is, perhaps, the most brilliant writer in Bengali since the days when the famous novelist Bankim Chandra Chatterji picked the bubble of its inferiority as a living language, to Sanskrit, and secured for it its rightful place among the cultured languages of the day. The creation of this endowment, in memory of his mother, inevitably recalls a similar endowment, created more than twenty years ago, in memory of his father, for the encouragement of the study of Chemistry and Physics.

But the greatest landmark in the history of the University in recent years is undoubtedly the creation of the Council of Post-graduate Studies. As Rector of the University at the time, I gave the scheme my whole-hearted support, because it seemed to me that it was calculated to establish in

Calcutta, under the auspices of the University, a real centre of learning and research, and to do much by resuscitating interest in the ancient culture of the country to stimulate thought on lines congenial to the particular genius of the Indo-Aryan race. I had in mind famous Indian Universities of a past age, such, for example, as Nalanda which, if we may believe the Chinese pilgrims who visited it in the 7th century A.D., was a famous centre of learning, at which were congregated 10,000 students, and the examinations at which were so exacting that though learned men flocked to its doors from different cities, those who failed to pass its tests, as compared with those who succeeded, were as 7 or 8 to 10—a centre of learning, moreover, where the day was found to be all too short for the asking and answering of profound questions and where discussion proceeded from morning until night. And I had visions of a modern Nalanda growing up in this the greatest and most populous city of the Indian Empire. Curiously enough, it is precisely the post-graduate department of the University which seems to be exciting the most adverse criticism of the Indian public at the present time. The reason, I think, is not far to seek. Post-graduate work is necessarily costly. And, in these days of fierce economic strain, we need not be surprised if the average man who has sons to educate, thinks a great deal of the necessity of securing for them an education fitting them to obtain lucrative employment, and very little of the advancement of learning purely for learning's sake. He asked himself, in all probability, why a not

inconsiderable part of the revenue derived from undergraduates' fees should be devoted to proving a high cultural education to a comparatively limited number of students; and I confess that the present financial circumstances of the University are such as to give stimulus to such questions. One-third of the fee fund is allocated to post-graduate teaching under the rules, and the Senate has the right of increasing this amount—a right which it has recently exercised to an increasing extent. And while it is true that the post-graduate department of the University is solvent in consequence, it is also unfortunately true that the other departments of the University are faced with a deficit. The view which I have attributed to the average man with sons who do not aspire to proceed beyond the ordinary degrees is one which it is quite easy to understand, though I think myself that it is a somewhat narrow one. It assumes that the work of the post-graduate department is carried on for the exclusive benefit of the limited number of persons who partake of it.

Such a view is surely not tenable. The results of post-graduate work react upon the country as a whole. It is this department of the University which is charged with the duty, which many would describe as the supreme duty of a university, namely, that of adding to the sum-total of human knowledge. It must not be forgotten that discoveries in science, for example, may result in enormously increasing the wealth of a nation. Moreover, I do not think that any nation can take a leading place among

the foremost peoples of the world unless it is in a position to make its contribution to the progress of human thought. No nation can live solely upon the achievements of its past or upon its borrowings from others and, at the same time, hope to retain its place among the great peoples of the earth.

On the other hand, while I hold this view, I am not disposed to deny that in a poor country, there are obvious limits to the extent to which such studies can reasonably be financed by public funds. The Legislature will, I hope, be prepared to make some additional contribution towards the University in its present difficulties. But the Legislature itself with extremely exiguous resources, is faced with many urgent demands. And under these circumstances, it appears to me that the University may have to consider whether it is bound to provide post-graduate teaching in every subject in which it is prepared to examine and confer awards or whether, following the precedent set by such universities as Oxford in Great Britain, it should not expect students of very special subjects to make their own arrangements for the greater parts of their studies.

I have made these observations, not by way of criticism, but because, in my dual capacity of Chancellor of the University and Governor of the Province, I am in a position to see the matter from two different points of view. And I have been emboldened to give expression to them in the hope that the Legislature will not lose sight of the importance of post-graduate work in shaping the future of Bengal, and that the University will consider whether,

in view of the straitened financial circumstances of the times, it may not prove possible, without impairing the work of the post-graduate department, to prosecute it at a somewhat smaller expenditure from University funds.

This is the last occasion which I shall have to address you; and I take the opportunity therefore of bidding you farewell. Both the University and the student community of Bengal occupy a warm corner in my heart. During the past five years, I have visited, I believe, almost every college in the Province, and I have been moved to admiration for the patient industry and quick responsiveness of their students. A rapidly expanding vista is opening out before the young men of this country. I shall watch with close interest and with unabated sympathy the part played by the students of to-day in the making of the Bengal of to-morrow. And if, as their sincere well-wisher, I may be permitted to add to my good wishes one word of advice, it would be this. Strive to cultivate the habit of bringing a critical faculty to bear upon all your undertakings, so that you acquire a habit of mind which will act as a check upon the impulsive enthusiasm, amounting at times to an emotional abandon, which, as it seems to me, is at once the most lovable and the most dangerous characteristic of the Bengali temperament. May you prosper!

The 18th March, 1922

The Honble Justice Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., D.Sc., Ph.D.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

My first words on the present occasion must be expressive of my deep gratitude to Your Ecellency for the appreciative terms in which you have referred to my association with my *alma mater*—an association which has already covered a long eventful period of more than a third of a century. But what is uppermost in my mind, at the present moment, as it is, I believe, in the mind of every member of this distinguished assembly, is our keen regret that we shall no longer enjoy the advantage of the wise and far-sighted guidance of so accomplished a scholar and an administrator as Your Excellency, in the performance of our difficult task of reconstruction. At the same time, we respectfully venture to express the hope that however exalted the sphere of your future activities, you may continue to watch with unabated sympathy and interest the evolution of this University.

It has been customary for the Vice-Chancellor, at our annual Convocation for conferment of Degrees, to avail himself of the opportunity to review the

academic work of the University during the preceding session. I trust, I may claim your indulgent consideration if I depart, in some measure, from this time-honoured practice and take a wider survey of the educational problems which now arrest our attention.

It has always appeared to me to be a singular circumstance that the origin and the development of this University in successive stages should have taken place during periods of grave political excitement. We were called into existence in the year of the great Mutiny when the flames of rebellion were still unquenched, and the times might have been deemed scarcely suited to educational advancement, except by administrators remarkable for their persistent energy and generous impulses. We were, however, created as a merely examining corporation, with the inevitable consequence that not many years had elapsed before an enthusiastic, though unsuccessful, movement was set up under the wise leadership of one of our most brilliant graduates, the late Mr. Anandamohan Bose, to approach the Government with a request that the organisation might be transformed into a Teaching University. But, as has happened not infrequently in the history of institutions, what was then summarily rejected as a paradox, later became an axiomatic truth, and in 1904 when the Indian Universities Act came to be passed, it was ordained that all the Indian Universities should be deemed to have been established for the promotion of study and research, with authority to appoint Professors and Lecturers for the instruction

of students and to erect, equip and maintain University libraries, laboratories and museums. This was, in any event, one redeeming feature of the constructive attempt made by our distinguished Chancellor, Lord Curzon, to effectuate the reform of the Indian Universities.

I recall with pleasure the day ever memorable to me when, now sixteen years ago, I was invited by Lord Minto to undertake what has proved to be the gigantic task of reconstruction of the University. I recall also the magnitude and intensity of the political excitement which had, at that period, penetrated into the remotest corners of the land, and added considerably to the intrinsic difficulties of educational reform under the most embarrassing circumstances. The momentum of progress was, however, irresistible, and by the time that I relinquished office after an unprecedentedly long term of eight years, foundation had been laid on a generous scale for the ultimate establishment of a great Teaching and Research University in what was once the capital of the British Empire in India. Little did I dream at the time that I might be summoned again to undertake the increasingly difficult task of reshaping my University, and this must have been the opinion of so far-sighted and sympathetic a statesman as Lord Hardinge himself, when he sent his message of regret at his absence from that academic function where he thought it would be my duty for the last time to address the Convocation as Vice-Chancellor. But man proposes and God disposes. One of the greatest surprises of my life happened on the day

when a year ago I was summoned by Your Excellency and was informed with the utmost cordiality and graciousness that both Lord Chelmsford, who was then our Chancellor, and Your Excellency yourself as our Rector, desired that I should again undertake the responsibilities of office. Refusal was impossible, yet it is needless to emphasise that I did not expect to be installed in a throne of diamonds. No one was more conscious than myself of the perils of the situation, visible and invisible, and I keenly realised that we might have to live through stormy times, specially as changes of a fundamental character had been accomplished in the field of our educational activities in the interval of seven years.

Let me remind you that in 1916, Lord Chelmsford appointed a representative Committee to advise the Government of India on the best method of early consolidation of Post-Graduate studies. The committee, over whose deliberations I was called upon to preside, included scholars and administrators of distinction, such as Professor Praphullachandra Roy, Professor Brajendranath Seal, Professor Hamilton, Principal Howells, Dr. Henry Heyden, Mr. Hornell, Mr. Anderson and Mr. Wordsworth. They unanimously presented an elaborate scheme of reconstruction. The Government of India, which then included Sir Sankaran Nair, that sturdy champion of freedom and equality in the sphere of high education, expressed their approval of the report. Lord Carmichael, then Rector of the University, added the weighty authority of his judgment and experience in favour of the recommendations. After a

protracted debate, the Senate not only adopted the principle formulated in the report, but also framed Regulations with a view to carry it into immediate execution. Here it is my pleasant duty to acknowledge that Your Excellency, on assumption of the office of Rector, approached the problem with an open mind, and after independent examination, arrived at the conclusion that the new system proposed to be inaugurated by the Senate was sound in principle and merited support. The result was that on the 26th June, 1917, the Government of India accorded their sanction to the Regulations for Post-Graduate Teaching in various branches of Arts and Science.

This marks a new stage, a new epoch, in the history of the foundation and development of a great Teaching and Research University in Calcutta. It is needless for me, indeed, it would be unwise for me, to recall here the bitter controversies which we had to face in the course of our strenuous struggle in taking this new step forward on the way to our coveted goal. But I desire it to be remembered that the fresh advancement was a most deliberate act on the part of the Senate of this University, undertaken after prolonged discussion, approved by two successive Rectors, and finally confirmed by the Supreme Government in the land after the most careful and searching enquiry. It would, I further venture to think, be far from right to overlook or ignore the undeniable fact that the principle of co-operation between the Colleges and the University for the development of the highest instruction of the best

intellects amongst the youth of Bengal, has received recognition from the University Commission as the true basis of a fruitful synthesis between a great Teaching and Research University and the Colleges included within its sphere of influence.

Untoward Fate, which had caused the deepest embarrassment to us when the first attempts were made to create a Teaching and Research University, however followed us with unfaltering step and reappeared on the scene precisely at this juncture. Disasters in connection with examinations, and the creation of new Universities and other educational organisations within our jurisdiction, which restricted the territorial sphere of our activities and tended to cripple our financial resources, followed in quick succession, just when our new responsibilities, which could not be declined were steadily on the increase. At the same time, while the greatest of wars in modern history, though happily concluded, overturned the finances of the most firmly established Governments throughout the civilised world, the introduction of new reforms in our administrative system unsettled, in this presidency at least, the calculations of the wisest of financiers. To crown all political excitements of a formidable character saturated youthful minds at the most impressionable period of their lives, seriously affected their discipline, shook to the foundations their faith in established law and order, and like a whirlwind swept them away from the peaceful avocations of the scholar. To shoulder the responsibility of management, at so critical a period in the life of a great University, steadily

developing and expanding, was a manifestly hazardous adventure, which possibly illustrates the hypothesis that the greater the peril of the task, the more attractive the performance of the duty. But we feel encouraged by the assurance of the Philosophic historian that we are about to turn, if we have not already turned, a new page in the history of civilisation. We see on all sides unmistakable signs of the pulsation of new life, of new hopes, of new aspirations, in all spheres of human activity. In this struggle for the progress of the race, India will take an honourable position, and her destiny will be brightened, only if we are able to provide in abundance education of the highest type for the children of this generation and of generations yet unborn. In the accomplishment of this noble task, the University of Calcutta, still the foremost amongst the Universities of the Indian Continent, may rightly be expected to be the leader and the pathfinder. I cordially invite all citizens of this enlightened province to study with anxious care the history of the foundation of a Teaching and Research University in Calcutta, to acquaint themselves in detail with its present condition, and to form a sound and an impartial judgment as to the strength and value of its equipments as instruments of our national progress. Meanwhile, let me ask you to bear with me patiently for an instant while I refer to some of these equipments in the briefest outline and tell you what measure of success has attended our humble efforts to lay the foundations of a Teaching and Research

University which may yet be the pride not only of Bengal, but of all India.

In fulfilment of the obligation imposed by the new Regulations on the University authorities to provide for Post-Graduate study and research in the Faculties of Arts and Science, they had to arrange for work in twenty distinct departments of knowledge, namely, in English, Sanskrit, Pali, Arabic, Persian, Indian Vernaculars, Comparative Philology, Mental anl Moral Philosophy, History, Political Economy and Political Philosophy, Commerce, Pure Mathematics, Applied Mathematics, Physics, Chemistry, Physiology, Botany, Geology, Zoology, Experimental Psychology and Anthropology. The bare enumeration of the titles of so many branches of knowledge may, perhaps, alarm even those that profess to appreciate the vital need for broad-based education amongst a people advancing with rapid strides; on the other hand, the scope of the activities of our University has appeared unduly restricted in the eyes of those who have intelligently studied the conditions prevailing in the great centres of high education in western countries, and more particularly the astonishing development which have there taken place in recent years. I need not dwell at length on the importance of adequate provision for instruction in each of these topics in a University designed to satisfy the needs of a progressive community. It is sufficient to say that all of them have attracted students of the best type. Criticism, however, has been directed against departments where the students are necessarily limited in number, and

it has been urged almost in a spirit of complaint that it is colossal folly to provide for instruction in subjects of this character. Let me illustrate the point by reference to one branch which, I doubt not, will enlist the sympathetic support of every true Indian, I mean, the subject of Sanskrit studies. I cannot help quoting a remarkable passage from the impressive address delivered by Your Excellency at the last Annual Convocation. " Surely you must be proud of the splendid attempt which is being made here to render to Indian civilization and culture the homage which is its due. Teaching of the highest order along with research work by Indian scholars of repute is being carried on in a number of branches of higher Sanskrit, which in themselves cover a wide field of Ancient Indian Learning." This appreciation presents a strange contrast to the remarkable ignorance of the importance as also the extent and variety of Sanskrit learning which pervades, I regret to think, the minds of a certain section of Indians who blinded by the dazzling glamour of the west, have forgotten the noble traditions of the east. A reference to the University Regulations will satisfy the most superficial observer that in the Department of Sanskrit, provision has had to be made in as many as nine groups of subjects, namely, Literature, Vedas, Law and Science of Interpretation, Vedanta, Sankhya and Yoga, Nyaya and Vaishesik, General Philosophy, Prakrit and Epigraphy. The truth is as I had once occasion to remark, that the term Sanskrit, though composed only of eight letters, connotes in the domain of knowledge an empire by

itself. A similar observation applies, though to a limited extent, in the department of Pali studies, which, as Your Excellency rightly observed, embrace "the far-reaching field of Buddhistic studies." Here, again, provision has had to be made for at least four groups, Literary, Philosophical, Epigraphic and Mahajanic. Nor have we ignored the claims of Islamic studies including Theology, Philosophy, Literature, Rhetoric, Poetics, Grammar and Science.

I cannot pass over in silence the arrangements made by the University for the encouragement of Tibetan studies. No other University in India affords regular facility for the study of Tibetan, although it is of the greatest importance for the reconstruction of the history of Indian civilisation during the first thousand years of the Christian era. As has been repeatedly pointed out by eminent scholars, during that period of Indian History—one of the darkest in her annals—thousands of Sanskrit books were carried away into the fastnesses of the Tibetan mountains by Indian Pandits and were translated into Tibetan by learned Lamas. These are still preserved in Tibet as the memorials of Indian civilisation, although the originals have completely disappeared from the country of their birth. Amongst our scholars, there have been only two, who penetrated into this region of work—the late Saratchandra Das and the late Satischandra Vidyabhushan. It was with considerable difficulty that the University could make even an humble beginning in the sphere of study. Major Campbell,

the political officer at Sikkim, himself a Tibetan scholar of repute, was induced to interest himself in this matter, and through his intervention, the Dalai Lama was prevailed upon to send out to our University one of the profoundest scholars of Tibet—Geshe Lobzang Targe. But after the lamentable death of Satischandra Vidyabhushan, the Geshe returned to the land of his birth, as he could not find scholars here with whom he could carry on discussion on equal terms. We have, however, secured the services of two other Lamas of considerable attainments for the benefit of our advanced students. Our rich collection of Tibetan block-prints and manuscripts, which includes the remnant of the valuable library of the late Saratchandra Das received as a gift from his son, has also been recently replenished by the addition of more than one hundred volumes which cover forty thousand pages and include treatises on History, Logic, Philosophy, Grammar, Medicine, Astrology, Dogma and various other branches of learning. This unique collection has been secured for us by the well-known Tibetan scholar, Mr. John Van Mannen, and will make accessible for the first time many a valuable work, never before placed within the reach of modern scholars resident beyond the limits of Tibet. Closely connected with our activities in this field is the study of Chinese and Japanese, which has been placed in charge of two distinguished scholars from Japan.

Let me next pass on to the department of History. The very mention of this subject recalls

to my mind the severe loss we have sustained by reason of the tragic death of Professor Jogendranath Dasgupta, far from his native land and on foreign soil, where he had been sent as one of a distinguished band of University Teachers to represent us in the Congress of the Universities of the Empire. He was intimately associated with the work of the University in various spheres of useful activity for more than thirty years, and his services will long be held in affectionate remembrance. Our department of History has to be considered in its two great subdivisions, namely, the department of General History and the department of Ancient Indian History and Culture. In the General Department provision has been made for intensive study with reference to original sources of such fascinating subjects as the History of England during the reign of Queen Victoria, the History of India from the birth of the Buddha to the advent of Mahomedan invaders, the History of the Ancient East, the Constitutional History of England, the History and Principles of International Law, the History of Islam and Islamic Civilisation the History of Bengal, political, administrative, social and economic from the Battle of Plassey to the Permanent Settlement, the History of the Rajputs from the advent of the Mahomedans to the Treaty with the British Government, the History of the Mahrattas, the History of the Sikhs, the Economic History of England and India, the Principles of Comparative Politics, the History of the French Revolution, the Principles of Indian Ethnography and

Ethnology, the Modern History of China and Japan, and the Constitutional History of British India and of the British Dominions beyond the Seas. Magnificent opportunities of this description, calculated to awaken the intelligence of the present generation of students in Bengal, were not within the reach of those who received their education quarter of a century ago. Well may the question be asked whether it is not desirable that the students of the present day should possess an accurate knowledge of the conditions which led to the rise, growth and decay of different sections of the Indian nation, such as the Rajputs, the Mahrattas and the Sikhs. Well may the question be put further, whether it is not desirable that students should have an intelligent appreciation of the conditions which rendered it possible for the patriotic statesmen of China and Japan to vitalise, to modernize and to reconstruct their ancient civilisations. Well may the question be put, again, whether students should not have an opportunity to study subjects like Indian Ethnology and the French Revolution, when race problems and revolutionary ideals face us in every direction.

Let me now turn for a moment to that division of History which is concerned with Ancient Indian History and Culture. It is the unique triumph of this University that it was the first, here or elsewhere, to establish a Chair devoted exclusively for the promotion of study and research in Ancient Indian History and Culture; and it was also the first seat of learning where the highest degree in the

Faculty of Arts could be earned as the result of competent knowledge of the subject, which must be captivating to all truly patriotic Indians. In this department, every student is required to receive instruction in the general history of Vedic and Epic India, the political history of the Post-Epic period and the historical geography of Ancient India. In addition to these obligatory topics, every student is required to make a choice out of five divisions, which may be described as Archæology, Social and Constitutional History, Religious History, Mathematics and Astronomy, and Racial and Ethnographic History. Enormous are the difficulties of students and lecturers, particularly because there are so few text books on these branches; indeed, they have never received the compliment of recognition as regular subjects of study in any seat of learning. The materials in use have been collected from a variety of sources, many of them neither easily accessible nor even systematically explored. It is my pleasant duty to mention here that through the liberality of Kumar Sarat Kumar Roy, supplemented by a generous grant from Sir John Marshall, Professor Bhandarkar and his assistants will shortly be in a position to undertake excavation work in classic Varendra land. Thus, for the first time in the history of high education in British India, has the attempt been made by our University to impart instruction to students in Indian Epigraphy, Indian Fine Arts, Indian Iconography, Indian Coinage, Indian Palæography, Indian Architecture, Indian Economic life, Indian Social life, Indian Adminis-

tration, Indian Religious, Indian Astronomy, Indian Mathematics, and Indian Race Origin. If a similar attempt has been made in any other civilized country in regard to its ancient institution, I doubt not the endeavour would have received not merely sympathetic consideration, but also active support and generous help from all quarters. Here, on the other hand, recognition is slow to come. But, nevertheless, we feel encouraged from time to time when eminent critics, so sagacious and impartial as Professor Foucher, Dr. Thomas and last but not the least, Professor Sylvain Levi generously come forward publicly to recognise our efforts to wake up an interest in these neglected fields and to carry the horizon of India beyond present India, though we have not yet succeeded to bring these newly recovered domains in real contract with our traditional and classical teaching.

It is distinctly unfortunate that we should be blamed for the arrangements we have made for those very subjects which are indispensable for study and research in a truly national University. Let me turn for a moment to that great department of Indian Vernaculars which is a special feature of our University and which should constitute its chief glory in the eyes of all patriotic and public-spirited citizens. In 1919, the University, with the sanction of the Government of India, opened its department of Indian Vernaculars. For the first time in the history of Indian Universities, it thus became possible for a person to take the highest University degree on the basis of his knowledge of his mother

tongue. The fundamental principle which lies at the root of the new Regulations, is that a student should possess a knowledge of two Vernaculars, namely, a thorough knowledge of his mother tongue and a less comprehensive knowledge of a second Vernacular. The student is also required to obtain a working acquaintance with two of the languages which have formed the foundation of the Indian Vernaculars, such as Pali, Prakrit, and Persian. The languages which have already been recognised as principal languages, are Bengali, Hindi, Guzrati, and Oriya. The languages which have been recognised as subsidiary languages are Bengali, Assamese, Oriya, Hindi, Urdu, Maithili, Guzrati, Mahratti, Telugu, Tamil, Canarese, Malayalam, and Sinhalese. The basic languages include Pali, Prakrit, and Persian. Besides these, the student has to acquire a comparative knowledge of the Philology of his Vernacular. There is no other University in India where facilities are provided for the cultivation of the Indian Vernaculars on so extensive a scale. But let me ask whether this would have been possible, unless the University had a department of Pali which included learned Sinhalese monks, a department of Sanskrit which included a Prakritist professing the Jain religion, a department of Islamic studies which included Persian scholars, a department of Comparative Philology which included a Guzrati scholar, a department of History which included a Mahratta scholar, a department of Economics which inlcuded a Telugu scholar, and a department of Anthropology which

included a Tamil and Malayalam scholar. It is because the University now comprises men of high intellectual attainments in so many branches of human knowledge, it is because the University has broken through the barriers of narrow provincialism, it is because of this combination of talents recruited from all parts of India that it has become possible to open the new department of Indian Vernaculars.

The University has further organised a scheme for the preparation and publication of volumes of typical selections in all the Indian Vernaculars from the earliest stages of their development to modern times. About a dozen years ago, we invited Rai Bahadur Dr. Dineschandra Sen to prepare typical selections in Bengali. Two splendid volumes were published by the University eight years ago, giving specimens of Bengali from the earliest old manuscripts as also from printed works down to the middle of the 19th century. The preparation of selections in other vernaculars, similar in scope, has been undertaken by the University, and scholars from different parts of India have gladly accepted our invitation to collaborate in the accomplishment of this great national task. The first volume of the typical selections in Oriya as also that of the selections in Hindi have been printed and published, while considerable progress has been made in the cases of other languages. It is extremely gratifying that several men of culture have come forward to the assistance of the University. The Maharaja of Sonepur, one of the Feudatory Chiefs of Orissa, has generously contributed to the cost of publication

of the Oriya selections. The Holkar of Indore has expressed his readiness to associate himself with the publication of the Mahratti selections. Mr. R. D. Mehta, a distinguished citizen of Calcutta, has contributed a substantial amount towards the cost of publication of the selections from the Zendavesta. Mr. Bholanath Barooah, one of the most enlightened sons of Assam, has offered a handsome donation of Rs. 10,000 to meet the cost of publication of the Assamese selections. It also redounds to the credit of cultured men beyond the limits of Calcutta that some, at any rate, amongst them have recognised the value of the work undertaken by the University. Mr. Sanatkumar Mookerjee has presented to us a large and valuable collection of Bengali manuscripts which will furnish an extensive field for research in the domain of Indian Vernaculars. Mr. Tankanath Chaudhuri of Dinajpur is maintaining a lectureship in Maithili, while Raja Kirtyanand Singh and his co-sharers are maintaining the Baneli-Srinagar lectureship for research work in Maithili; Mr. Gopaldas Chaudhuri of Mymensingh is maintaining a lectureship in Bengali; and the Maharaja of Sonepur has provided funds for the maintenance of a lectureship in Oriya.

But surely, the University does require liberal assistance on a far more extensive scale for these and similar activities. Do not our people appreciate the full significance of this great movement? Do they not realise what part the Indian Vernaculars must play if India is again to take her place

among the great nations of the world? Are they not aware that in many departments of human thought, where India had in the past occupied a distinguished position, a determined effort has been made by narrow-minded and unsympathetic scholars to dethrone her from the position of honour? Are they not aware, for instance, that for many years past, a steady movement has been in progress to establish that Indians had no originality in the departments of Science, Mathematics and Astronomy and that the University has not only entrusted its lecturers with the task of exploration of these subjects, but had even sent out one of them at its own expense to collect manuscripts and other materials from the remotest corners of the country? Are not our people aware, again, that a desperate effort has been made to establish that Indian Art owes its origin to the Greeks and that the University maintains lecturers to examine the foundations of these extraordinary hypotheses? Are they not aware that even so cautious a scholar as the late Professor Vincent Smith boldly enunciated the theory that India was not fit for self-government, because repre-
its departure from truth, was demolished by scholars,
sentative institutions had no existence in ancient India, and that this theory, astonishing as it was in amongst others like Devadatta Bhandarkar, Kashiprasad Jayaswal, Radhakumud Mookerjee, Rameschandra Majumdar and Narendranath Law, who have had opportunities or encouragement afforded to them by this University to carry on original research in the domain of Indian

History. Blame us not if we deem it inconsistent with true national consciousness that the first and last words, the final and definitive judgments on Indian Civilisation should be pronounced in intellectual centres far beyond the limits of our motherland. Be it remembered in this connection that the attempt to modernise the East by the importation of Western culture in our midst, to the complete supersession of our native ideals, has proved a failure. The Indian Universities have not yet been able to take root in the life of the nation because they have been exotics. India was and is civilised. Western civilisation, however valuable as a factor in the progress of mankind, should not supersede, much less be permitted to destroy the vital elements of our civilisation. I claim that in no other University in India has this view been realised and carried into effect as has been done in Calcutta.

It is impracticable for me within the limits of the time at my disposal to convey to you even an inadequate impression of the activities of the University in other important subjects in the Department of Letters such as English, Philosophy, Economics and Commerce, which have roused the intellectual curiosity of many an enthusiastic student. We have utilised our splendid staff in the Department of English to deal with the subject in a comprehensive manner as well from the literary as from the linguistic standpoint. But what is of more vital importance, we have recognised the value of

English as a world language, as a powerful medium for the comparative study of the most remarkable exponents of diverse types of civilisation. We have employed our brilliant staff in the Department of Philosophy to expound adequately the doctrines of the chief schools of philosophical thought, ancient, mediæval and modern, in all their diverse phases; but what is of greater moment, we have been able, for the first time in the history of this University, to arrange for a comprehensive programme of instruction in every branch of Indian Philosophy with reference to original sources. It is undeniable that no Indian University can fully justify its existence as a true seat of national culture, unless it brings home to its students, the solid contributions which were made in bygone days by Indian scholars to the solution of the eternal problems of mind and matter, of God and Man, and which, notwithstanding later developments in philosophic thought, still continue to evoke feelings of respect and admiration in every civilised centre of learning and culture. We have employed a distinguished band of teachers in the Department of Political Economy and Political Philosophy to cover a considerable tract of the territory comprised within the ever-widening domain of economic and commercial studies. We have arranged for special courses of lectures on topics of engrossing interest to the Indian citizen and publicist, such as Famines, Co-operation, Railways, Industrial Organization, Currency Problem, Land Systems, Village Communities, Labor Questions, Statistical Methods and Forms of Government. To those we

have added during the current session courses of lectures on commercial subjects, such as Accounting, Banking and Commercial Law. Well may we ask, how many of our educated countrymen have taken the trouble to acquaint themselves with the nature and scope of what has already been accomplished by the University in the way of Economic and Commercial studies. which are of such vital importance to the progress of the nation in this transitional age, when a new earth has to be shaped anew to the needs of men. This, at any rate, is patent that not one single individual, official or non-official, has yet volunteered to promote the work of the University even in these departments of study.

Before I pass on to the domain of what are usually regarded as scientific subjects, let me invite your attention to the activities of the University in two branches which are supposed to lie on the borderland of Letters and Science, I mean, Experimental Psychology and Anthropology. It is needless to emphasize the inestimable value, from a sociological standpoint, of the practical results likely to follow from the correlated study of these rapidly progressing, though apparently recondite, branches of knowledge, which have been investigated, on an adequate scale only in the most advanced Universities of France, Germany, Italy and the United States. But I must press upon your attention the unquestionable importance of the work already undertaken and in part accomplished by members of these two departments. With the

praiseworthy and unselfish co-operation of members of the medical profession, they are engaged in a systematic physical examination of our college students; three thousand have already been examined and the work is steadily in progress. The facts thus discovered as to the health of the students are of the most alarming character, as will be apparent from even a superficial study of the Report already published by our Students' Welfare Committee. It may be confidently maintained that in any other country of the civilised world, work of this description, carried out by a University, would have forthwith arrested public attention and readily secured for that institution liberal assistance as well from the keepers of the public funds as from private benefactors.

Let me next describe to you in as intelligible a form as practicable the activities of the University in the direction of the organisation of scientific instruction and scientific research. We have steadily maintained two great departments of mathematical study and research, the one for Pure Mathematics, the other for Applied Mathematics, under the supervision of the respective Council of Post-Graduate Teaching. Adequate provision has been made, which has no parallel in an Indian University, for unfolding to our advanced students the mysteries of the most recondite developments in the region of higher mathematics, which are often intimately connected with the progress of the physical, chemical and biological sciences. The University College of Science and Technology thus comprehends

within its scope all the exact sciences in their theoretical as well as practical aspects. But, let me frankly confess to you that the ideal which enraptured me in my student days, that my *alma mater* should afford ample opportunities of scientific study and research, is yet far removed from what may fairly be regarded as full and complete realisation. As an humble student of Science, I had not failed to realise that the chief debt of civilization to science was not merely material comfort, but also intellectual freedom and enlightenment, for while she plants her feet on the solid ground of Nature, her head moves amongst the stars. I had not been slow to appreciate the cardinal truth that the aim of science is to know and control Nature, not merely that man may obtain the golden touch and that all things may be made to minister to his ease, but also that he may know the Truth and that the Truth may set him free from the bondage of superstition and a slavish regard for authority. It was in the belief that Science had proclaimed intellectual emancipation and enormously enlarged the entire field of human thought, that Dr. Mahendralal Sircar, one of the truest sons of this University, devoted the best energies of his life to the foundation of an Indian Association for the Cultivation of Science. It was in my deepest conviction that Science had unfettered the mind, enthroned reason, taught the duty and responsibility of independent thought, and brought to mankind the message of intellectual enlightenment and liberty, that I planned the foundation of a University College of

Science and Technology, and approached for fulfilment of my cherished ambition two of the noblest sons of India, Sir Tarknath Palit and Sir Rash Bihary Ghose. With a generosity which has had no parallel in the history of education in British India, they gave away their wealth not their inherited patrimony, not money amassed by the fortunes of speculation, but the savings of life-long toil as members of the legal profession. The magnificent endowments created by them have enabled us to maintain as many as eight University Professorships—Palit Chair of Chemistry, Palit Chair of Physics, Ghose Chair of Applied Mathematics, Ghose Chair of Chemistry, Ghose Chair of Physics, Ghose Chair of Botany, Ghose Chair of Applied Physics, and Ghose Chair of Applied Chemistry,—with research students attached to each Professor. Later on, it was my good fortune to approach, on behalf of my *alma mater*, Kumar Guruprasad Singh of Khaira who placed in my hands the generous contribution of five and a half lacs of rupees for the promotion of higher studies in Letters as well as in Science. This has enabled us to maintain a Chair of Chemistry, a Chair of Physics, a Chair of Agriculture, besides a Chair of Indian Fine Arts and a Chair of Indian Linguistics and Phonetics. To these must now be added the Travelling Fellowships founded by Sir Rash Bihary Ghose for the investigation of educational methods abroad and the promotion of research in special branches of learning. We also maintain, out of our current income, a Chair in Botany and a Chair

in Zoology. The University, with a restricted source of revenue and limited funds at its disposal, has nevertheless found it possible to contribute more than ten lacs of rupees out of the capital and recurring expenditure of sixteen lacs hitherto incurred in connection with the establishment and maintenance of the University College of Science and Technology. Well may one here stop and enquire, what about the guardians of the public treasury? We are grateful to them for permission to divert to the use of the College of Science a sum of one thousand rupees a month, which had been originally intended by them to be spent for other purposes. Beyond this, the custodians of the public funds, though repeatedly approached, have met the legitimate demands of the University with steady and persistent refusal. To me it is an unfathomable mystery that administrators in responsible positions should fail to be inspired to a sense of their paramount duty as servants of the people, even by the magnificent spectacle of self-sacrifice presented by the noble examples of Sir Taraknath Palit and Sir Rash Bihary Ghose. And yet let it not be forgotten that in the Department of Science, perhaps even more than in the Department of Letters, University teachers and students have systematically carried out original investigations of acknowledged value. We have, indeed, made the University College of Science a nursery of young men of exceptional ability—mathematicians, physicists, chemists, botanists, zoologists—whose researches have been eagerly accepted for publication

by scientific societies and in scientific periodicals in the foremost seats of learning in Europe, America and Japan.

But let me emphasize that though much has already been achieved, more still remains to be accomplished, specially in the direction of expansion of what may be called industrial studies. The opportunities of modern Universities are, indeed, much more comprehensive in this respect than they have ever been before in the civilised world. Industry and education will march forward, more and more, hand in hand, for this is pre-eminently a time to awaken industry and education alike. Industry in its many-sided interests will look to education for enlightenment and support, and out of the laboratories of the University will emanate in an ever-increasing measure the influences that make for economic and industrial improvement and contribute to the betterment of human living and to the good of mankind. I have in my mind particularly the development of technological studies in the broadest sense of that expression, not merely in the University, but also in hundreds of schools in the province where the students and teachers alike legitimately display a hopeful yearning for vocational training, unhappily not yet satisfied. One of the fundamental essentials for the success of a comprehensive scheme of this description, is the abundant supply of able and willing teachers. Let me add at once that such a development of the requisite type, which the University is willing to undertake, implies immediate financial assistance on a liberal scale for laboratories,

museums, workshops, their equipment and maintenance. There are ample indications that the sources of private liberality have not yet been exhausted, for only recently a generous benefactor, Mr. Prankrishna Chatterjee, offered to make over to the University valuable property near Raneegunj as a nucleus for the establishment of a University School of Mines. The expansion, if not the initiation, of a great undertaking of this nature must, however, in a large measure be dependent upon adequate grants from the public funds, and precisely the same observation applies to the technological and agricultural studies which the University is anxious to promote.

Let me assure you with all the emphasis and earnestness I can command that plans for University development, whether judged by work already accomplished or activities yet to be undertaken, have been neither casual nor accidental. They have their solid basis on the rock of a definite conception of the true function of the University in the life of the Nation. It is the duty of the University to gather from the persistent past, where there are no dead, and to embody within its walls the learning of the world in living exponents of scholarship, who shall maintain in Letters, Science and Art the standards of truth and beauty and the canons of criticism and taste. It is equally incumbent upon the University, for the living present and its persistence in the future, to enlarge the boundaries of human learning and to give powerful aid to the advancement of knowledge by the development of

creative capacity in those disciplines through which men seek for truth and strive after duty. It is further incumbent on the University to convey to the community in popular, quite as much as in permanent form, the products of the highest thought on current problems of science and society, of government and public order, of knowledge and conduct. The University can achieve this object and contribute to the welfare of the people in freedom, health and wealth, if it sends forth streams of liberally educated men and women to be leaders of public opinion and to be practitioners in all the brain-working professions of our time, from law, medicine, engineering, teaching and commerce, to architecture, agriculture, banking, journalism and public administration. A University so designed for the service of the Nation in all possible phases of its development, cannot be restricted to a narrow or chosen teaching, much less starved altogether in its activities. It cannot be treated either as a great scholastic sanctuary or as a glorified technical institute. In such a University, we cannot for instance, discard the claims of History and its interpretation as a laboratory to test all plans for political and social reforms. We cannot ignore Philosophy as a clearing house for all theories and methods of knowledge. We cannot ignore Letters as the record, in thoughts that breathe and words that burn, of all human striving after sweetness and light. We cannot ignore Art which is the flowering product of the creative imagination, ennobling and enriching the content of life. We cannot

ignore Applied Science whose chief business is the development of the material resources of the world. We cannot ignore Economics whose cardinal problem is that of distribution of the wealth thus produced. Finally, we cannot ignore the Science of Education in whose philosophical, psychological and physiological foundations we now seek the surest means of training the intellect and stimulating the imagination of men.

To my mind the University is a great store-house of learning, a great bureau of standards, a great workshop of knowledge, a great laboratory for the training as well of men of thought as of men of action. The University is thus the instrument of the State for the conservation of knowledge, for the discovery of knowledge, for the distribution of knowledge, for the applications of knowledge, and above all, for the creation of knowledge-makers.

People of Bengal, you have at your doors, the foundations already laid of a great University, a University devoted to the advancement of Literature, Science and Art, to the promotion of Letters as the record of the achievements of the human spirit, to the promotion of Science as the revealer of the laws and the conqueror of the forces of Nature, to the promotion of Art as the sunshine and gilding of life, but more than all this, to the investigation of the glorious past of India and the fundamental unity, amidst apparent diversity, of the varied aspects of Indian civilisation which is so deeply calculated to rouse and purify true national instinct and national pride. You have at your doors a society of scholars

in whose company your children, your children's children and their children may spend formative years of their aspiring youth under the captivating influences of humane Letters and Pure and Applied Science, pursuing culture with forward-looking minds and far-seeing spirit. It is for you, People of Bengal, to determine whether you will make this University a national asset. We invite every citizen, conscious of his duty and responsibility, unmoved by ignorant and prejudiced criticism, to come forward to be united with us in feeling, in purpose, for the realisation of our vision of duty and of service. It has ever been our ambition to bring the University in intimate touch with the Nation, because of the supreme part that it must play in the national consciousness, pointing out by its attitude towards the things of life, through the whole wide range of human intelligence, the true direction of national safety and national progress. The University should thus be alive and progressive, not a passive and inactive force in the life of the community of which it is not only a part but a participant. The University would be dead to the nation, if it were made to stand on a height of its own, isolated from the community. On the other hand, if the activities of the University were more and more assimilated with the life of the Nation, it might then be even more determinate as a teacher, and more dominant as a leader than it has ever been before.

While I emphasized this aspect of the mission of a University to new and better service of the com-

munity, let me assure you that I do not overlook a potent factor—the advent of democracy. A profound student of the history and philosophy of political institutions has observed that the weaknesses of a democracy are the opportunities of education. I venture to think that there is food for thought in this enigmatical statement, because a democracy has its weakness as well as its strength. A great weakness in a democracy, uninformed and unenlightened, is the indifference that largely prevails to the paramount need for the broadest education of all grades amongst the people. And it is the business of the educator to recognise this weakness, to come down from his heights into the valleys, and to work in the light that has been given him for the extension of educational opportunities amongst the new democracy. That will make in the end for the salvation of the country. If we do not thus bring ourselves into intimate touch with the progress of national life, we shall have a Government of the many by the few instead of a Government by all, as is inherent in the very life of a democracy. Let us then adjust our activities so as to increase our influence as a potent instrument for fostering amongst the citizens of this land that passion for the discovery and dissemination of Truth, which is the condition of all sincerity of conduct and of all advancement of knowledge. If we succeed in this our mission, the New Democracy, proud and humble, patiently pressing forward, praising her heroes of old, training her future leaders, seeking her crown in a nobler race of men and women, will

proclaim her confession of faith in the beautiful words of the poet :

"Faith in the worth of the smallest fact
and the laws that govern the star-beams,
Faith in the beauty of truth and the truth
of perfect beauty,
Faith in the God, who creates the souls of
men, by knowledge and love and worship."

Tell me not that the task of such regeneration of our people through the path of education is supremely difficult of achievement, for unalterable is my faith in the lesson taught by my preceptors in the stirring words of the poet :

"If thou canst plan a noble deed,
And never flag till it succeed,
Though in the strife thy heart must bleed :
Whatever obstacles control,
Thine hour will come. Go on true soul,
Thou'lt win the prize, thou'lt reach the
goal."

I call upon you to take this as your motto and to join with me in a fervent prayer for the well-being of our motherland in the words of the message of our great national poet, Rabindra Nath Tagore :

চিত্ত যেথা ভয়শূন্য, উচ্চ যেথা শির,
জ্ঞান যেথা মুক্ত, যেথা গৃহের প্রাচীর
আপন প্রাঙ্গনতলে দিবস শর্ব্বরী
বসুধারে রাখে নাই খণ্ড ক্ষুদ্র করি',

যেথা বাক্য হৃদয়ের উৎসমুখ হ'তে
উচ্ছ্বসিয়া উঠে, যেথা নির্বারিত স্রোতে
দেশে দেশে দিশে দিশে কর্ম্মধারা ধায়
অজস্র সহস্রবিধ চরিতার্থতায় ;
যেথা তুচ্ছ আচারের মরুবালুরাশি
বিচারের স্রোতঃপথ ফেলে নাই গ্রাসি',
পৌরুষেরে করেনি শতধা ; নিত্য যেথা
তুমি সর্ব্ব কর্ম্ম চিন্তা আনন্দের নেতা,—
নিজ হস্তে নির্দ্দয় আঘাত করি' পিতঃ
ভারতেরে সেই স্বর্গে কর জাগরিত।

"Where the mind is without fear and the head is held high :
Where knowledge is free ;
Where the world has not been broken up into fragments by narrow domestic walls :
Where words come out from the depth of truth :
Where tireless striving stretches its arms towards perfection :
Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit ;
Where the mind is led forward by Thee into ever-widening thought and action—
Into that heaven of freedom, my Father, let my country awake !"

The 24th March, 1923

The Right Hon'ble Vector Alexander Robert, Earl of Lytton, M.A., P.C., G.C.I.E.

Chancellor.

GENTLEMEN,

I am very proud to occupy the post of your Chancellor and I devoutly hope that it may be my privilege to render some service to the University in that capacity. At present unfortunately I am suspected of being engaged in a conspiracy to destroy its independence, if not its very existence. I am not concerned to defend myself against such a charge to-day, as on this occasion I wish to avoid anything controversial and I will content myself, therefore, with saying only two things in this connection. The first is that I do not regard the post of Chancellor as a merely nominal title and an ornamental adjunct to the office of Governor of Bengal. I recognize that the post makes me for the time being the responsible head of this University, and so long as I hold it I shall study to promote the permanent interests of the University to the best of my ability.

The second thing I wish to say is that I can only serve with advantage in this dual capacity if the University is either quite separate and independent of the Government or else associated with the

Government in an intimate and friendly relationship. I fear that the first of these alternatives, though ideally the best, is unattainable in India, and this, I think, was recognized by the University Commission presided over by Sir Michael Sadler. The report of that Commission deals with the matter in the following words :—

> "The provincial Universities of India were all established by Government action; and they were established partly in order that they might exercise, on behalf of Government, certain functions of regulation and control over colleges and schools within their allotted areas. For that reason they have been from the first not independent corporations of learning, but bodies mainly nominated by Government, wielding defined powers which were delegated to them, and subject to constant supervision by Government."

The connection of Government with the University, therefore, and the supervision by Government of the affairs of the University are no new thing which we are seeking to create for the first time. They exist to-day and the only object of the legislation which we are contemplating for the University is to make that connection and that supervision as intimate, as helpful and as harmonious as possible. I am content to leave the matter there and to trust to the future to dissipate the fears and the suspicions which have recently been aroused.

I now want, as this is the first occasion on which I have an opportunity of addressing the students of the University as their Chancellor, to tell them what is the function which I wish this University to serve in their lives and what are the qualities which I should like to see developed in them as the result of their University training.

I regard Calcutta University as primarily a great human factory and I am anxious to see that it supplies the commodity which is most required. The great need of the moment in India is for men and by that word I do not mean human animals of the male sex. It is one of the defects of the English language that we have no noun to describe the human species except in terms of men and women. I use the word men in a sexless sense to mean persons—both men and women—with intellects, character and physique fitted to do the work of the Nation to which they belong and which this generation is pledged to create. You may think, Gentlemen, that at college you have only your personal interests and prospects to consider, that you have but to acquire knowledge, pass examinations, obtain degrees, and enter a profession. You doubtless hope after leaving the University to earn enough money to live comfortably, to marry and to raise a family to succeed you and carry on your name. But if that is the only conception you have of your University career and of your destiny in life you will have failed to realize a fact which I want to bring to your notice. There are periods in the life of every community when the interests of

the whole community dominate the interests of the individual, when the State has a supreme claim upon the services of its members. Such a period we have just lived through in England under distress of the great European War. All those who lived through those years came to realize that the needs of the nation were supreme, and that to those needs their individual happiness or comforts or interests had to be subordinated. Though we were not individually responsible for the danger which threatened us, we accepted the obligations which that danger imposed upon us. Such periods occur as a rule when the life of the community is threatened by some external calamity. In a besieged city, in a district afflicted by flood or famine or pestilence, in a nation at war for its existence, this law of compulsion is recognized and accepted; at such times the rights of the individuals must perish that the community may live. The thought I want to impress upon you is that we are living in such a period in India to-day though the evidence of it is not so easily recognized as in the conditions I have mentioned. India to-day is not threatened with destruction from without, we are not faced with any calamity of nature or assailed by any foreign foe. Yet she is engaged in a struggle for existence which entitles her to claim the services of her sons and daughters. Her need arises not from the fear of death, but from the throes of birth. The Indian nation does not yet exist, but it has been conceived in the womb of Time. That conception having taken place, it is not in the power of any

one to avert the consequences. But it is in the power of all of us to control and direct them. It is the fate of this generation to witness in India the birth of a Nation, and this fact imposes upon us all, whether we like it or not, very solemn responsibilities and obligations. We all have a part to play, I for a few years only, but you during the whole of your lives, in this great drama. We have to accept the consequences of the actions of others who preceded us, but upon our actions, upon the conditions which we establish, will it depend whether the Nation which is born in our time is strangled at birth, or crippled for life, or grows into healthy manhood.

That is why I said, Gentlemen, that you cannot live for yourselves alone, and that is why I said that the supreme need of the moment is for men and women with clear vision and understanding of what is going on and with the intellects, character and physique which will fit them to play their part. I do not mean by that that you have all got to be politicians. Actual politics play a much smaller part in the building of a nation than is generally supposed. In addition to politics a nation requires commerce and industry and sciences and arts. India wants statesmen, judges, administrators, doctors, nurses, engineers, captains of industry, philosophers and teachers; it wants a healthy, happy cultivated people with sufficient food and occupation; it wants fine buildings, roads and bridges and railways; it wants paintings and sculpture and music. If these things are needed, it is to Universities like this that

we must look to provide the needs. I feel, therefore, that in addressing you to-day I am addressing those who are going to supply the needs of India to-morrow, and according to the conception you form of your responsibilities and of your opportunities while you are here will depend the extent to which India will be well or badly served in the years to come.

I have spoken of the building of the Indian Nation and I want to pursue that metaphor for a moment. It is not inconsistent with the metaphor of birth, because we speak of building a body as well as of building a house or a temple or a monument. This nation, then, has to be built and you are both the builders and the material of which it will be composed. The material is of almost infinite variety and that has led people to say that a nation can never be built out of it. That would be true if India had got to become homogeneous before it could have a national existence. But homogeneity is neither necessary nor desirable—the character of the various materials has not got to be changed, they have not got to be turned into other materials, they need only to be welded together so as to serve a common purpose. A body is composed of eyes and nose and mouth and ears and trunk and limbs, they all have their separate purpose in serving the body, but if you were to try and make a body which is all eyes or ears or limbs, it would be a lamentable failure as a body. Similarly in a house there are many materials, slates and bricks and wood and stone and there are many

features—doors and windows and roof, etc.—all these are different and valuable and necessary for the purpose of the house. So, too, in this Indian Nation, which you have to build out of your own selves, there are Hindus and Muhammadans and Sikhs and Christians and Buddhists and Jains and Parsis and Jews, there are Brahmins and Namasudras and the whole range of caste between these two, there are hillmen and plains-men, there are Bengalis and Punjabis and Madrasis and a host of others, but the fact that they are different does not mean that they are irreconcilable or unserviceable, all that is required is the cement of a common purpose to enable them to coalesce into a nation.

I don't want to talk politics to-day. I am only addressing you as one who is concerned for your welfare and that of your country, and in that capacity I want to invite you to cultivate an attitude of mind which will make you good builders and good building material and to avoid as far as you can an attitude of mind that will unfit you for either of those purposes.

I hope you will acquit me of any racial arrogance or prejudice when I tell you that the mental attitude I want you to avoid is the one which I and most of my countrymen have been schooled in and the one I am recommending to you is one which should be congenial to Eastern philosophy and which, if practised, would enable the East to teach the West a lesson. What then is this doctrine against which I am warning you? It is the conception of life as

a great battle-field in which rival forces are always fighting for mastery. We are taught in the nursery, at school, by the church, by society, to regard life as a battle for which we must prepare ourselves by learning to distinguish between right and wrong, between what to fight for and what to fight against. According to this view of life conflict is a law of existence and individuals are organized into contending groups. The world is represented as a struggle between duty and pleasure, health and disease, poverty and wealth, capital and labour, right and wrong, God and the Devil, life and death. The result is that in every human being, as in humanity at large, there is internecine war, waste of energy and retarded progress. The ghastly object-lesson of 1914-1918 is only a reproduction on a world-wide scale of what goes on in every individual soul. And the pity of it is that all war, viewed from without, is seen to be wasteful and destructive and evil, but viewed from within it has attributes that are glorious and noble, it stimulates energy, calls forth unselfishness, and is often inspired by the highest ideal of the human mind. "*Dulce et decorum est pro patria mori*"—to die for the right, to vanquish the enemy, to win the victory,—idealism can go no further. Yet stripped of its ideal associations what can be more hateful, more mad, more wanton than warfare in any form?

I imagine you all passing out of the doors of this University and being surrounded immediately by the clamours of rival partisans, calling upon you to join their groups and fight for their causes, and

I want to suggest to you another conception of life, another principle of conduct which will save you from the embarrassment of selecting an army in which to enlist. My message to you to-day, then, is to make the purpose of your lives creative not destructive, to aim at the reconciliation and not the defeat of opinions and movements to which you feel opposed. Make as much use as you can of all the materials which are within your reach. When you encounter some activity which appears to you to be pernicious, instead of saying to yourselves "that must be wrong because it is opposed to what I think right, therefore I will fight it," say rather "there must be some right in that because many others believe in it, I will not rest till I can find some way of reconciling it with my view and making it serve my purpose."

When you see two forces fighting against each other, instead of throwing in your lot with one of them, seek rather to unite them both. Imagine a world full of trains or motor-cars all chained together, back to back in pairs, and being driven in opposite directions. Do not be satisfied to link on to one of these and impel it a little further in the direction in which it is facing, but try to turn as many of them as possible in the same direction, so that their energy may be used in unison and not in opposition. Take for your guiding principle in life, and make it an article of faith, that all seeming opposites are reconcilable, that you can accomplish more as lovers than as haters, that it is greater to create a good than to destroy an evil. If you will do

this, you will, I am confident, find life both easier and happier and you will add a hundred per cent. to the efficiency with which you can serve both yourselves and your country.

The 24th March, 1923

The Honble Justice Sir Asutosh Mookerjee, Kt., C.S.I., M.A., D.L., D.Sc., Ph.D.

Vice-Chancellor

YOUR EXCELLENCY, LADIES AND GENTLEMEN,

It is now incumbent on me, in accordance with established usage, to review in brief outline the work and activities of the University during the twelve months which have elapsed since it was my privilege to address Convocation last year. By an unusual stroke of good fortune, the ranks of our active members have not been thinned by death during this period, though we have to lament the loss of three of the most notable of our Honorary Fellows, each of them a graduate of this University. Raja Pearymohan Mookerjee, Nawab Serajul Islam and Nawab Sir Syed Shamsul Huda were once familiar figures in these halls, and, in years gone by, were closely associated with the administration of this institution. They distinguished themselves in diverse spheres of life, but their characters had many a striking feature in common. Devotion to duty, sobriety of judgment and honesty of purpose secured for them the genuine respect of all with whom they were brought into contact. Fearless and trenchant critics of men in authority and of unwise

measures invented by them, they were still regarded as true friends of the State. In the sphere of education, they never faltered from their adherence to the principle of freedom, expansion and improvement. May their careers serve as beacon lights to the rising generation of our young men.

The belief, I think, is widespread that during the last twelve months the University has been subject to the operation of a silent though persistent process of dissolution, and a complete collapse, imminent and inevitable, has been as keenly apprehended by our friends as eagerly expected by our enemies. By the neverfailing grace of Providence, however, we have hitherto escaped what could not but be regarded as disaster by all well-wishers of high education in these Provinces, and our work has been steadily continued amidst unsettled and perilous circumstances.

During the last sixteen years, we have uniformly recognised the principle that the most fruitful results in the domain of higher studies could be achieved only by the assimilation of what is best in the West with what is best in the East, for the revivification of all that is most vital in our national ideals. It is for this reason that we have successively brought our students into contact with such masterminds as Professor Arthur Schuster, Professor George Thibaut, Dr. Gilbert Thomas Walker, Dr. Andrew Russell Forsyth, Professor Herman Oldenburg, Professor Herman Jacobi, Professor Paul Vinogradoff, Professor Henry Edward Armstrong, Professor Alfred Foucher, Professor Sylvain

Levi and others too numerous to name. We consider this one of the most valuable features of our arrangements for the promotion of special studies and research by the rising generation of our scholars, and to me personally it is a matter for peculiar satisfaction that, our efforts in this direction are likely to be materially facilitated, if we can act in close co-operation with the Academy of Culture, the Viswabharati at Santiniketan, which owes its existence to the inspiring influence of our great national poet.

During the last few months, we have had amongst us more than one scholar of international reputation. Professor James Wilford Garner of the University of Illinois, whose name is a household word wherever International Law and Political Science are studied, delivered a course of illuminating lectures on the Development of International Law during the first two decades of this century, as it has emerged out of that wreckage of modern civilisation, the Great World War. Professor Arthur Antony Macdonell of the University of Oxford, whose name is held in honour in every centre of oriental learning, discoursed to our students on Comparative Religion, as the first occupant of the Stephanos Nirmalendu Ghose Lectureship, founded by our distinguished benefactor Mr. G. C. Ghose in memory of his son. These lectures constituted a new departure in our ideal of the scope of academic activity. In this materialistic age, when Universities are apt to be regarded as workshops for the manufacture of the public servant, the professional

man and the skilled mechanic, it cannot be superfluous to impress upon our students that the highest ideal foı man lies in love and service to his fellowmen and that whether we turn our eyes to the unfathomed depths of the sea or the boundless regions of space, beyond the things which are seen and temporal are the things that are unseen and eternal. We had also two courses of stimulating lectures by Dr. Stella Kramrisch who opened out to our students a wonderful vista in the domain of Indian Art, its contact with the Art of other civilisations and its true place in the system of Indian Aesthetics. In addition to these, we had short courses of lectures by Professor John Mackenzie of the University of Wales on our present outlook in Philosophy, by Professor Millicent Mackenzie also of the same University on recent educational developments, and by Professor Buck of the University of Nebraska on American Universities.

While we have been fortunately able thus to extend a cordial welcome to so many distinguished scholars of such varied types for the benefit of our senior students, we rejoice to think that it has also been found possible to send out some of our most capable University teachers to investigate educational methods abroad and to undertake research in special branches of learning. In this category are included Professor Hemendrakumar Sen, Dr. Sisirkumar Mitra and Mr. Prabodhchandra Bagchi, each of whom has been awarded one of the Travelling Fellowships founded by our eminent benefactor, Sir Rashbehary Ghose. Dr. Sen and Dr.

Mitra are well-known specialists in Chemistry and Physics, and we confidently expect that their visit to the West will enhance their unquestioned fitness to direct higher scientific studies in this University. Mr. Bagchi, who acquired a competent knowledge of Chinese under Mr. Masuda and Mr. Kimura, our University Teachers of that difficult language, has been deputed to accompany Professor Sylvain Levi in his tour through Indo-China and Japan and finally to proceed to the University of Paris for the pursuit of studies indispensable for the proper appreciation of the manifestations of Indian civilisation in ancient times beyond the limits of India proper. Well-wishers of this University will no doubt be delighted to learn that arrangements are in progress for the deputation of three other scholars during the current year.

While we have thus endeavoured to ensure a steady supply of men permeated with the highest traditions of scholarship, current alike in Eastern and Western seats of learning, we have not neglected the needs of what might be erroneously deemed as humbler spheres. For the first time in the history of this University, after hesitation and deliberation for many years on the part of the authorities, we have at last found ourselves in a position to institute the Degree of Bachelor of Commerce, and within a few weeks we shall hold an examination to test the fitness of students trained in the Department of Commerce which is attached to the Krishnath College at Berhampore and is maintained by the liberality of the Maharaja of Cossimbazar. We

have also framed new Honours Courses for the Degree of Bachelor of Science, specially designed for students who may subsequently make a choice of technological studies. Instruction in these courses under modern conditions must be necessarily expensive, and we look forward to the best Colleges in this city, singly or jointly, to arrange for the introduction of these groups of fruitful studies. We have, in the sphere of legal studies, assigned an important position to Roman Law and Constitutional Law as necessary pre-requisites for a Degree in that Faculty. The changes I have hitherto specified have already received governmental sanction and have come into operation. We have recently had occasion, moreover, to examine the regulations for Degrees in Medicine and to effect alterations in them with a view to elevate the standard of instruction and examination. One topic has here created a real difficulty such as sometimes inevitably arises from a conflict between an irresistible demand for expansion and an imperious need for efficiency; in such circumstances, prudence requires a reasonable reconciliation of the opposing ideals. But, of far graver importance than any of the changes mentioned are the proposed new Regulations for the reconstruction of the Matriculation Examination, which are based upon the recommendations of a Conference of Head Masters of Secondary Schools drawn from every part of these Provinces. They are of a far-reaching character, and if ever brought into operation, they are bound to revolutionise our entire system of education.

In these days of political ferment when plans for the reform of an institution leave out of sight the fundamental purposes of its foundation and culminate in devices calculated to concentrate authority in the captors, it may not be unprofitable to dwell for a moment upon one aspect of our activities which concern directly the student population for whose benefit the University and all who administer its affairs have been called into existence. During the past year, the work of our Students Welfare Committee and Students Residence Committee has been carried on amidst rapidly increasing difficulties. The Students Welfare Committee, which commenced its work now three years ago with extremely limited resources in both men and money, has continued its examination of students in the University and in the affiliated Colleges. The successive reports, which have been published and widely circulated, would have forthwith riveted the attention of responsible people in any civilized community, not wholly callous to the physical welfare of its rising generation. The facts ascertained during the last year have fully confirmed the appalling situation disclosed in previous reports; there is no longer any room for doubt as to the rapid deterioration and the consequent danger of the ultimate extinction of the cultured manhood of the country. Thousands of students have voluntarily submitted themselves to medical examination, and our records, which have been accurately prepared according to the most modern scientific methods, indicate that two out of every three students require immediate

care and attention. Defects of all descriptions, in every part of the human frame, affecting the eyes, heart, pulse, tonsils, lungs, throat, spleen, and liver are matters of the commonest occurrence. What remarkable improvements may be achieved by proper training and supervision under favourable conditions has been conclusively established by the fine presence of the members of the University Training Corps which must have excited the admiration of all well-wishers of the students of the rising generation. Notwithstanding all this, neither the Government as representative of the people, nor the members of the educated public have come forward with material aid to promote the work of the Students Welfare Committee. Yet, inspite of great financial stringency, the University has carried on this laudable enquiry, of inestimable value to the nation, with the assistance of members of the medical profession, who have devotedly worked with unflagging zeal and have accepted what would be considered in every University other than ours as a ridiculously inadequate honorarium. At the same time, the problem of the residence of students, which is closely connected with the question of student welfare, has reached an insoluble stage. The houses available for this purpose are insufficient in point of accommodation, and, in many instances, are unsuitable from the standpoint of sanitation. The rise in the value of land, the increase in the cost of building construction, the severity of competition for such houses as exist, have all contributed to a phenomenal advance in the rent, to an extent which is

found oppressive by the middle class student with a limited purse. Here, again, applications for even a modest measure of additional help from the public funds has proved ineffectual. I cannot conceal my conviction that the problems I have indicated, which affect our students every moment of their lives, stand in need of immediate and sympathetic attention, and will be regarded by all their benefactors as far more urgent than the most ambitious plans for reconstruction of the machinery of the University.

Let me pass on for a moment to that section of our institution which has been created and is maintained for higher teaching and research and may appropriately be regarded as the true University. During the current academic session, which is about to close, the work of our University teachers in every department has been successfully carried on amidst financial difficulties of the gravest character. It is my pleasant duty gratefully to acknowledge that the wholetime University teachers, who cannot look forward to any external source of income, voluntarily kept a substantial portion of their salaries in abeyance, while lecturers who are connected with Colleges or may rely upon other sources of income, have, in many instances, ungrudgingly continued their association with our work without any remuneration. To crown all, Professor Sir Praphullachandra Ray, that veteran founder of the Indian School of Chemistry, who has also made his name illustrious as the guardian angel of suffering humanity, has offered to surrender

his entire salary for a term of five years for the special benefit of the department which is proud to acknowledge him as its leader. Self-abnegation of this description is bound to call forth feelings of admiration from all but the most debased minds. I do not overlook that a considerable number of our University teachers has succumbed to the pressure of untoward circumstances and has taken up appointments elsewhere on more attractive terms, in some cases in institutions in different parts of India, aided or maintained from the public revenues. Nevertheless, it is indisputable that notwithstanding privation, the large majority of our University teachers has tenaciously clung to their work of higher instruction and advancement of research.

There are unmistakable signs of intellectual ferment visible to all but the stone blind, and I could not conceive of a more persuasive testimony to the rapid success of our efforts for the promotion of higher studies and research than the fact you have all witnessed, namely, that during the last twelve months as many as five candidates have been approved for the Degree of Doctor of Science and four for the Degree of Doctor of Philosophy. These Degrees can be obtained only by original research of unquestionable merit, and when we look at the subjects comprehended within the scope of enquiry undertaken by our investigators, we realise the diversity of the training they have received, the tastes they have developed and the culture they have acquired. Dr. Surendramohan Ganguli has taken

a peep into the mysterious regions of hyper spaces; Dr. Brajendranath Chakrabarti has studied the colours of tempered steel; Dr. Bidhubhushan Ray has investigated the theory of coronas, glories and irridescent clouds; Dr. Nripendranath Sen has successfully tackled many an unsolved problem in the motion of fluids; Dr. Nalinimohan Bose has attacked problems on the diffraction of light; Dr. Sahayram Bose has prepared a monograph on the fungi of Bengal; Dr. Sitanath Pradhan has constructed a chronology of ancient Indian History down to the age of Alexander the Great; Dr. Upendranath Ghoshal has composed a history of Hindu Political theories from the earliest times to the commencement of the seventeenth century of the Christian era; and Dr. Narendranath Law has elucidated the growth of ancient Indian polity. Be it remembered that the labours of these distinguished scholars have been appraised by investigators of the first rank, mostly connected in no way with this University; in the majority of instances, the Boards of Examiners were composed of men of the highest eminence in their respective subjects in British seats of learning.

What has just been mentioned furnishes only one illustration of the incontestable claim of this University to occupy the foremost position amongst the Universities of the Indian Empire as an organisation for the promotion of higher teaching and original research in many a department of knowledge in Letters as well as in Science. This

has been manifest for some time past to all impartial persons interested in the progress of education here and elsewhere. Take at random recent volumes of recognised media for the publication of original research, such as, the Philosophical Magazine, the Astro-physical Journal, the Physical Review, the Indian Antiquary, the Journal of the Asiatic Society, the Bulletin of the Mathematical Society, the Proceedings of the Indian Association for the Cultivation of Science, the Journal of the Chemical Society of London, the Journal of the American Chemical Society, the American Mathematical Journal, the Transactions of the Tohoku Mathematical Society, the Transactions of the Faraday Society, and last but not least, the Proceedings of the Royal Society of London, you repeatedly come across contribution after contribution by our University teachers or by our University research students who have utilised in the fullest measure such opportunities as are afforded by an unreformed University. It is of paramount importance to emphasise that this steady output of original work, rapidly increasing in volume and improving quality, emanates, not from one or two extraordinarily isolated or exceptionally gifted workers blessed with special advantages and facilities, but from a large body of able and devoted scholars, who have received inspiration from less favoured teachers. Their imagination has been fired by a keen desire to wipe out the familiar reproach that graduates of an Indian University are, by their training, if not by

their very constitution, as a rule incapable of participation in the task of extension of the bounds of knowledge.

While on this topic it is indeed refreshing to note that there is no immediate danger that the supply will be exhausted, for there are abundant signs that as the front ranks advance, their places will be taken up by men of the younger generation. This will be patent to all whose minds have not been petrified by green-eyed jealousy and who have generosity left to appreciate the full significance of the persistent increase in the number of well-qualified candidates for the Premchand Roychand Studentships. When these studentships, originally awarded on the result of written examinations, were restricted to candidates who had given evidence of capacity for research, it was feared that suitable competitors might not be forthcoming, in view of the extremely limited facilities for original investigation available at that period. Experience has proved that the apprehension was groundless; on the other hand, Boards of Examiners are now embarrassed by the high quality of the work, submitted in a variety of subjects whose relative value for purposes of comparison cannot be expressed in terms of the same denomination. Only a few weeks ago, the Boards of Examiners found it incumbent upon them to award the studentships to seven distinguished graduates, who had submitted creditable theses on such diverse subjects as Town-planning in Ancient India, History

of Indian Alphabets, Indian Psychology of Perception, the Colours of Tarnished Metal Surfaces, Tidal Oscillations, the Researches of Martin Freund and the Properties of Cubic Curves.

Distinguished workers of the older generation, whose mental elasticity has not yet been impaired by lapse of time, should not be slow to recognise that a new race of labourers has entered the field, fully qualified to maintain and continue the tradition they have so worthily created. Let me dwell on one instance only by way of illustration. It was my pleasant duty to mention here last year that through the liberality of Kumar Saratkumar Ray of Dighapatiya, supplemented by a generous grant from Sir John Marshall, Director-General of Archæology, we then hoped to be placed in a position to undertake excavation work in classic Varendra land, in conjunction with the famous Research Society, so ably directed by one of our acutest writers on History, Mr. Akshaykumar Maitra. Notwithstanding all our embarrassments, the scheme has taken shape, and at the present moment the work of excavation is in progress. To me it is a hopeful sign that, in the accomplishment of a task of this nature, veterans like Professor Bhandarkar and Mr. Maitra should be able to enlist the cordial co-operation of three of our University Lecturers, Mr. Banerjee, Mr. Majumdar and Mr. Ray, brilliant young men of promise still in the threshold of their careers. It is only by a constant supply of men and money that historical research may be carried on in this style, so that we

may aspire to tread in the footsteps, though at a respectful distance, of the founders of the British School at Athens and the British School at Rome.

My optimism as to the possibilities of the future refuses to desert me, when I consider the solid work which has already been silently accomplished under the most adverse circumstances and inspite of distressing embarrassments. The Journal of the Department of Letters which has now reached its tenth volume and the Journal of the Department of Science which has reached the fifth volume contain original papers by University teachers and students, whose value as contributions to the progress of knowledge has been frankly recognised in many a seat of learning in Europe and America. Within the last twelve months, our University Press has published not a few notable works, such as the Molecular Diffraction of Light by Prof. Raman, the Geometry of Hyper-spaces by Dr. Ganguli, the Prakrita Dhammapada by Dr. Barua and Mr. Mitra, the History of Indian Medicine by Dr. Mookerjee, the English version of the classical commentary of Medhatithi on the Institutes of Manu by Dr. Jha, the Life and Times of Socrates by Mr. Guha, the Administrative History of the Mahrattas by Dr. Sen, and the Economic Condition of Ancient India by Mr. Samaddar, which, in most instances, have already attracted respectful attention in centres of culture far beyond the limits of India. The work of Professor Cullis on the supremely recondite subject of Matrices and Determinoids and the treatise of Professor Banerjee

on the highly controversial topic of Indian Fiscal Policy do not stand in need of more than a bare mention. Add to these the truly monumental work on the History of Indian Logic, ancient, mediæval and modern, by the late lamented Dr. Satischandra Vidyabhushan, which has just been published and cannot fail to be recognised as one of the most important events of the year in the field of oriental scholarship.

I shall not venture to tire your patience with a detailed enumeration of our publications in the department of Indian Vernaculars which has been organised on a scale not hitherto attempted in any other Indian University. The volume of selections from Zend and Old Persian prepared by Prof. Taraporewala has already been published. The scheme for a comparative study of Indian Vernaculars continues to make satisfactory progress, and fresh volumes of typical selections from Hindi by Lala Sita Ram and from Uriya by Mr. Majumdar have been brought out, while the typical selections from Assamese and from Guzrathi are still in the Press. A start has been made in the way of publication of carefully edited and annotated ancient texts of our mother tongue with editions of Kabikankan Chandi and Gopichandra. The University Press has, however, failed to keep pace with the publication of the lectures delivered by Dr. Dineschandra Sen as Ramtanu Lahiri Research Fellow, specially of his great work on Mymensingh Ballads which have never before been reduced to writing and still largely exist in the mouths and memories of the people. They

will throw a flood of light on the social, religious and economic history of Bengal, though they are liable to be scanned by scholars chiefly from the linguistic standpoint as a contribution to the history of the Bengali language in one of the most attractive periods of its development.

The inestimable value of what is thus nothing short of a memorable achievement in unexplored regions of scholarship has long been realised by masterworkers in this domain. I still hear ringing in my ears the exhortation, pregnant with eloquence and wisdom, uttered in this hall thirty-six years ago by one of the most cultured of my predecessors, who, though a foreigner, felt far more genuine appreciation of the transcendent beauties of our vernacular literature than many a latter-day countryman of mine, made insolent by the superficial veneer of the western culture they claim to have acquired. Sir William Wilson Hunter, with the prophetic vision of a seer, saw in his mind's eye graduates of this University who would discover new Americas in the world of Mediæval Bengali literature and stand forth as its interpreter to the western world, with a nobler pride in their labours than in the richest material success or the highest official distinctions which might reward more lucrative careers. I must not, however, detain you longer with an exhaustive description of all the work which has been accomplished in this University during the last twelve months; but I feel it is incumbent on me to emphasise that intellectual achievements of this description, in the most diverse fields of activity, by

scholars of the most varied types, working under widely dissimilar conditions, cannot justly be regarded as casual or accidental. The true scope and character of the work, produced by our teachers and students as members of the foremost seat of higher learning in India, are apparently unknown in many quarters, while in others it is often deliberately ignored that we occupy a unique position as an active, a living centre of research in an ever-widening domain of knowledge.

Let me assure you at this stage that this imperfect review of the successful efforts of our workers in the field of academic activities has not been placed before you with a view to create the impression that we have achieved sufficient eminence and that no further progress is needed. Far be it from me and all my colleagues to lend even the vestige of support to such a ruinous theory of self-complacence. On the other hand, we cordially look forward to helpful advice and criticism from enlightened men who realise that the troubles of mankind come from ignorance, that ignorance which consists less in not knowing things than in ignoring the things already known. We have accorded serious consideration towards criticisms of all types to such an extent that we have had to undertake the preparation of as many as ten comprehensive statements in the course of one academic session, not indeed with a hope to revive the traditions of the pamphleteers of the Augustan Age of English literature, but rather to help our critics to appreciate the true position with

regard to many a vital point in our activities. Our defects, it may be conceded, are manifold; but no wonder that this is so, for we all know how adverse have been the circumstances which have affected our endeavours to lay the foundation of a Teaching and Research University. Let unfriendly and prejudiced critics magnify our deficiencies, if they choose, but let them not overlook the good that has been accomplished. I am moved to indulge in these observations because we have no desire to conceal our disappointment at the attitude of critics who regard charity, justice and fairness as lost virtues. We cannot shut our eyes to the lamentable fact that there have been abundant indications in recent times of the existence of what looks like a determined conspiracy to bring this University into disesteem and discredit. A satirist, gifted with an uncommon sense of humour, recently classified the members of this confederacy as political adventurers, academic impostors and sanctimonious hypocrites. I cannot vouch for the logical accuracy of this classification, much less for its completeness; this at any rate is plain that critics of this type, if they exist, neither ascertain the facts for themselves nor act upon them when they have been investigated by others. They appear to have discovered from the depths of their inner consciousness and without adequate knowledge of academic affairs in other parts of the civilised world, that our activities have been developed on an extravagant scale and that we are actually guilty of the crime of duplication. The truth, on the other hand, is, I earnestly maintain,

that this University was the first to organise special facilities for higher instruction and original research. We have passed through the four successive stages of development which so often accompany all new movements in this country. Were not our efforts at first completely ignored? Were not they next mercilessly ridiculed and then vigorously attacked? When victory for our aims and ideals was complete, were they not readily appropriated even by our opponents and that without acknowledgment? In such circumstances, I feel that the wisest of men can by no intellectual subtlety establish the charge of duplication against our institution. The charge of extravagance will be found equally groundless to all who are familiar with the strenuous endeavours which have been made to establish new seats of learning throughout this country as also to widen the sphere of influence of the most renowned Universities in the West. They have set the standard of a University and its functions, which we may cheerfully accept as our ideal. For years past we have unflinchingly maintained the fundamental position that a University can only flourish if it is a seat of learning as well as a school for undergraduates. We must not only have adequate arrangements for the effective instruction of students by the best known methods, tutorial or otherwise, but we must also provide adequate arrangements for advanced teaching and research. The teachers of the University must be men of learning; they will no doubt absorb and utilise the new material which constantly becomes available

throughout the field of knowledge; they must at the same time by steady research themselves contribute in the fullest measure to the increase and supply of such material. Within our limited resources we claim to have made provision for research and investigation without which higher teaching itself must inevitably lose both solidity and freshness and must become fatally impoverished in all its branches. If the Universities of Oxford and Cambridge are deemed not yet to have done enough in the way of provision for advanced teaching and research, would it not be an error of the first order to assume that our arrangements are sufficient to meet the rapidly growing needs of the community? If it is apprehended that without further provision Oxford and Cambridge are likely to find their position as centres of intellectual life seriously imperilled before long, is not there grave danger to our future progress as a nation, should our growth be atrophied at what is but the commencement of our career?

The view I have just indicated receives weighty support from the opinion expressed in a valuable report on the conditions of Indian student life in the United Kingdom, drawn up by a Committee over whose deliberations Your Excellency presided. The Commissioners boldly outlined the policy that as India had been set on the road to self-government and autonomy, her sons and daughters should obviously be able to receive their education within her own borders. No Government in India, whatever its constitution, should be satisfied until the Universities of the country are staffed with the

teachers and equipped with the material, necessary to ensure the best education which any Indian could require. When that has been accomplished, no Indian will be under the necessity, which now exists, to seek his education abroad. Here in Calcutta we have for years past striven resolutely for the realisation of this ideal. The obstacles and difficulties have been numerous and powerful. We confidently claim reconstruction and development on the basis of a sound and generous educational policy, not destruction or curtailment according to the desire of administrators; for it must not be forgotten that we have been first in the field, we have achieved a large measure of success, we have set the example to others, and though we have found imitators, ours is still the one University in India whose name is familiar in western seats of learning as an institution devoted to teaching and research. We do not, while we maintain this, ignore the often undeserved cavil at our standards. Notwithstanding the defects of our methods and the deficiencies of our implements, our graduates and undergraduates have distinguished themselves in every rank of the public services and the learned professions where they have irresistibly penetrated in ever-increasing numbers. Finally, the significance of the patent fact cannot be overlooked that it has now become well-nigh impracticable to retain in our employ our University teachers, as they are constantly exposed to the temptation of higher emoluments offered by the authorities of reformed or newly constituted Universities, who have discovered

that, after all, men imbued with our traditions may also help them in the realisation of their new ideals. We feel that however inconvenient it may be to have our ranks depleted in this fashion by our wealthier and more fortunate compeers, it is by no means a matter for legitimate regret that we are thus in a position imperceptibly to permeate new institutions with our influence and our traditions.

Let me pass on now to the burning topic of the hour, the problem of reconstruction of this University. You will not expect me to embark upon an analysis of all the prophylactics which have been manufactured as sovereign remedies for the radical cure of our ailments. What has stirred us most is the confidence and readiness displayed by the physicians who have offered us the benefit of their remedial restoratives. We cannot overlook, however, that the magnitude and complexity of the task so impressed the Government of India that more than five years ago they were led to appoint a Commission to enquire into the conditions and prospects of this University and to frame a constructive policy in relation thereto. The members of the Commission were chosen with anxious care, and the majority consisted of four distinguished educationists of experience who had taken a prominent part in the administration and reconstruction of four different British Universities. The Commissioners visited educational institutions throughout India and received an enormous mass of evidence, oral and documentary, representing all shades of opinion in this country. They next framed their

elaborate report and supported their recommendations by detailed references to the evidence they had received as also by an exposition of the reasons which carried weight with them. The plan outlined by the Commission has already been adopted in the reconstruction of other Indian Universities and in the establishment of new Universities. Bold, indeed, must be the reformers who, whatever their status and attainments, determine to set aside the recommendations of the Commission in respect of the very University with reference to whose special needs they reported. It is clearly incumbent upon such reformers to submit to the bar of public opinion a full and reasoned statement in justification of the action they advocate. To take an illustration, we have not yet heard of a vestige of a reason for a departure from the fundamental proposal of the Commission that the administration of a large University such as ours requires for its most effective conduct two bodies of men which should have largely different functions and for the most part a different personnel. They must at the same time be, however, bound to co-operation for the welfare of the University, by regularly appointed and trustworthy means of understanding each other's views and necessities, and by a system of checks that will operate in guarded ways to make each responsible for its initiative to the other. One arm of the University should thus be chiefly responsible for what may be called its material affairs; the other arm, equally strong, self-respecting and independent within its appropriate sphere, must be wielded for the

accomplishment of the academic functions. The Court of the University should be so constituted as to represent every important element in the public opinion of the areas specially served by the University and every kind of expert judgment whose criticisms on the University policy would be of perennial value. This supreme body will be vested with extensive legislative and financial functions in the administration of the University. Such a body should be so constituted as to consist largely of elected members so as to satisfy the legitimate demands of the democratic principle. On the other hand, the duty of the Academic Council to be introduced into the structure of the University would be to direct and review all the academic work and to be responsible for the standards of instruction and examination. The connecting link between the Court and the Academic Council will be furnished by an Executive Council and a Committee of Reference whose powers and duties need not be described here. It would be lamentable if a plan of this character, carefully worked out by a special body of experts, were to be discarded in favour of an unknown type of constitution. Such a course is full of grave dangers and may aggravate what the Commissioners described as some of the greatest defects of the existing system, which was forced on the country by the Indian Universities Act of 1904 notwithstanding the emphatic and unanimous protest of the educated public. Let us not repeat, much less accentuate, the errors of the enthusiastic reformers of the generation now about to pass away.

We cannot further conceal our anxiety that schemes of reform should be matured without full enquiry into their financial aspect and apparently regardless of possible financial arrangements. It is a truism that elucation of all grades has hitherto suffered in this country by reason of inadequate financial assistance from the State. Let us not forget that education is the one subject for which no people has ever yet paid too much. The more they pay, the richer they become, for nothing is so costly as ignorance, nothing is so cheap as knowledge. Explore the history of civilisation, ancient and modern, you will find that the people who provided the greatest educational opportunities were always the most wealthy, the most respected, the most secure in the enjoyment of every right of person and property. This truth will be a hundredfold more manifest in the future than it has ever been in the past, as the struggle for existence grows keener and keener, and the very right arm of all future national power comes to rest in the education of the people. Yet, in these strenuous times, when Governments and Institutions of all descriptions are beset with financial peril, notwithstanding unlimited powers of taxation which have been exercised to the utmost limit, we are reproached as bankrupt, because we have exhausted our resources in the fullest measure for the spread of high education and advancement of research. Those who admonish us forget that education is a necessary preparation for the discharge of civic functions in a progressive age and that the

indifference or hostility to the spread of education is liable to be attributed to the fear that knowledge and intelligence might create a wish for freedom.

Contrast what has happened quite recently in the British Isles when all their Universities, even such ancient and wealthy seats of learning as Oxford and Cambridge, were threatened with imminent financial disaster. The British Parliament came forward with an interim grant of £30,000 a year to each of these two Universities for general purposes, and a Royal Commission was appointed to report on the position of Oxford and Cambridge, their special value to the nation and the dangers that must inevitably arise from want of funds. The Commission consisted, not of politicians or amateurs who clamoured to destroy the autonomy and liberty of the institutions, but of understanding people, who were University men themselves, who had attained eminence in many a department of Letters and Science, who were aware of University sentiment and tradition, who were perpared to respect them and were even concerned to preserve them. The Report of this Royal Commission which was based upon a large body of evidence is one of the most valuable documents in recent educational literature. We may affirm without hesitation that the Publicity Officer who will arrange for its distribution throughout the length and breadth of the country in its original form as also in vernacular version, will have justified his existence, if not earned the gratitude of the community. Meanwhile, we earnestly commend the report to all reformers

who are sincerely anxious to embark upon so perilous a venture as the reconstruction of an institution which is a precious part of our intellectual and moral heritage as a nation. Let them imbibe that breadth of vision and freedom of spirit which characterised the members of the Royal Commission as is abundantly evidenced by the nature of their recommendations. Far-sighted as they were, the Commissioners did not decry the activities of the Universities; they did not advocate curtailments, on the other hand, they earnestly pleaded for expansion. They recommended the grant of public money on an extensive scale—one hundred and ten thousand pounds a year to each University—for such purposes as proper salaries and pensions for University teachers, the adequate maintenance of University libraries and museums, the endowment of research and advanced teaching, the increase in the number of Professors, Readers and Lecturers, the establishment of additional research studentships for young graduates, and the maintenance of laboratories and departmental libraries as an integral part of the apparatus of teaching and research. At the same time, the Commissioners boldly proclaimed that if there were any danger that grants of public money would lead to State interference with opinion and tendency in the Universities, it would be the less of the two evils that they should decline in efficiency rather than lose their independence in order to secure adequate means. They resolutely rejected the proposal for the presence of outside representatives on

the University Council whom they characterised as occasional disturbers of policy and originators of inconsistencies. They were equally firm in their condemnation of the proposal to include in the Council representatives specially nominated by the Government. They emphasised that the addition of such nominated representatives would assuredly be not in the interests either of the Universities or of the Government and that it was most undesirable that the autonomy of the Universities should be limited by continuous administrative pressure from without. It is refreshing to find that even on the Board of Finance the Commissioners did not consider it right to provide for direct representation either of the Government or of Parliament, and only recommended the inclusion of two additional members, who might or might not be members of the University, to be nominated by the University Council to represent Finance generally. I have been moved to press this point home with perfect candour in order to controvert what is assumed even by cultured people as a universal truth that with Government money must go Government control. That, I maintain, is a radically wrong ideal. As the Royal Commission pointed out, incalculable are the dangers due to centralisation of higher education under Government influence, and the right progress of University education can only be secured if the authorities of the University themselves remain responsible for its conduct. The University should, on the one hand, be treated as the trustees of a great national concern who are able to appreciate their duties and

responsibilities. The Government, on the other hand, should realise the paramount need of a great and progressive University for the people and the duty which it owes to the growth of such an autonomous institution.

The opinion I have ventured to place before you as to the paramount need for autonomy in a University is the result of experience of University administration for a long series of years and has been publicly set forth from time to time ever since the stormy days of the debates over the Indian Universities Bill of 1904 in the Legislative Council of the Governor-General. I find myself in full agreement with men of the highest repute and ripest judgment in academic circles, when I maintain that the University must be free from external control over range of subjects of study and methods of teaching and research. We have to keep it equally free from trammels in other directions—political fetters from the State, ecclesiastical fetters from religious corporations, civic fetters from the community and pedantic fetters from what may be called the corporate repressive action of the University itself. The University must have the fullest independence and the amplest powers in working out its intellectual salvation. There need be no anxiety as to the future of the University, if a constitution is wisely planned on these principles, and the exercise of power is entrusted to academic bodies composed of qualified persons—not so large in size as to lose in efficiency, yet large enough to prevent degeneration into intellectual cliques; neither eternally unchangeable so as to

resist all progress, nor so rapidly changing as to destroy continuity, yet varying sufficiently from time to time to prevent the dominance of personal policies; and, finally, representative enough to be in touch alike with the experience of the past, the needs of the present and the aspirations of the future. The strength of our convictions is not unnaturally intensified when they are found to harmonise with the deliberate judgment even of accomplished administrators who have been called upon to occupy exalted offices under the crown. We find, for instance, that Sir Harcourt Butler, in his capacity as Chancellor of the University of Allahabad and later on as Chancellor of the University of Rangoon, expressed with perfect candour his apprehension of the tendency to interfere with the freedom and initiative of the University from outside. He emphasised the necessity for freedom of the Universities on the authority of the great Commission on the Universities of Oxford and Cambridge, and unreservedly associated himself with the warning pronounced by that distinguished body against Government interference, which was equally applicable to external interference in this country. In the same way, Sir Reginald Craddock was emphatic in his disapprobation of any invasion by the State of the independence of the University. In his capacity as Chancellor of the University of Rangoon, he observed that the Minister and the Legislative Council might endeavour, though such action would be quite unconstitutional, to make the grant of supplies conditional on the University, surrendering its principles to conform to

some other educational theories of the Minister or the Legislative Council. Any such pressure, if it ever should be brought, would have to be stoutly resisted by the University itself, as indeed by all citizens who prefer the genuine to the sham, and are not to be imposed upon by fallacious ideals of national welfare. A University so enchained, he did not hesitate to assert, would be a body without a soul.

I cannot but deem it a singular coincidence that similar sentiments should have animated the leaders of thought in far distant lands in relation to their own Universities. I can never forget the eloquent words employed by one of the noblest sons of Scotland, a Scot among Scots, while he described the probable dangers incidental to an endeavour, even if made from the best of intentions, to bring a Government and a University into the closest possible connection and co-operation.

The Earl of Rosebery, in the memorable address which he delivered as Chancellor of the University of Glasgow, described the situation in terms of unsurpassed vividness. "We do not take much or even ask much from the State. But the State invites us every day to lean upon it. I seem to hear the wheedling and alluring whisper—'Sound you may be, we bid you be a cripple. Do you see? Be blind. Do you hear? Be deaf. Do you walk? Be not so venturesome. Here is a crutch for one arm; when you get accustomed to it, you will soon want another—the sooner the better.' The strongest man, if encouraged, may soon accustom himself to the methods of an invalid; he may train himself

to totter or to be fed with a spoon. The ancient sculptors represent Hercules leaning on his club; our modern Hercules would have his club elongated and duplicated and resting under his arms. The lesson of our teaching was—Level up. The cry of modern civilisation is—Level down; let the Government have a finger in every pie, probing, popping and disturbing."

If opinions of this character could be deliberately maintained, in the very home of freedom, by one who had occupied the highest place attainable in the British Empire, there is no reason for surprise that we in this land should feel timid of the bearers of gifts from the public treasury. No arguments are needed to convince you, who are familiar with our travails during the last twelve months, that such a situation is full of untold possibilities of mutual suspicion and resentment, surrounded by a thick atmosphere of doubts difficult to dispel. The custodians of the public funds may not have the fullest confidence in the worldly wisdom of those entrusted with the management of the University, and they may seek as, indeed, they did in our case, to annex unacceptable conditions; these, even when wisely abandoned, cannot but leave traces of an attempt to interfere with that limited autonomy which the University now enjoys. Conditions of this description, whenever imposed, in whatever form or shape, must be stoutly resisted by a University, anxious to realise that full measure of autonomy which, when attained, would be its priceless possession.

The application of these principles to present-day problems is so obvious that but for a recent event which must be fresh in the minds of all the members of this assembly, I would not have felt myself called upon to dwell on the subject further. It would however be idle for me to ignore the announcement made by His Excellency the Governor of Bengal before the Legislative Council that his Government was determined to press on with its projected legislation for what is called the reform of the University at the earliest possible opportunity. His Excellency further intimated with sufficient clearness that the plans of the Government had not up to this stage commended themselves to the members of the University. It may be explained here that the Government of Bengal had not responded to the request of the Senate that the proposed legislative measures might be communicated to them, and I do not feel myself free at present to discuss their provisions, as they were forwarded by His Excellency in his capacity as Chancellor for the ascertainment of the views of our Members, with an injunction that the contents might be treated as confidential. I earnestly hope that in view of the acknowledged divergence of opinion between the Government and the University, on what I consider as root questions of principle and policy, the authorities will not hesitate to make accessible to the public of Bengal and Assam all the documents and correspondence on the subject, so as to lay bare the full development of the scheme in all the successive stages. Thus and thus alone can the people, who will be most seriously affected by the

results of legislation, form an independent judgment as to the soundness or otherwise of the position adopted respectively by the Senate and the Government. No one, however, I take it, will venture to maintain that the Senate should not have recorded their opinion, with the utmost frankness and sincerity, when they came to the conclusion, after protracted deliberation and anxious examination, that the intended measures were detrimental to the spread and development of education among our people on the right lines. We have never made secret of our deep-rooted conviction that the best interests of the nation imperiously demand an autonomous University, disentangled from the meshes of a political organisation of a new type, which has not yet had time to establish a regular tradition and whose future growth and possibilities cannot be predicted with certainty by the wisest of prophets. Surely, it cannot be for the welfare of an educational institution of the highest grade that it should be liable to be blown about by every wind of fashionable dogma in political circles, or that its principles and policies should be dependent upon every rise or fall in the political barometer. We stand unreservedly by the doctrine that if education is to be our policy as a nation, it must not be our politics; freedom is its very life-blood, the condition of its growth, the secret of its success. We do not hesitate to avow that we, as members of a University, are naturally distrustful of external control, and we are consequently pleased when we are assured that the authorities have no intention to place the University under the control of

the Government. At the same time, this may be borne in mind that the members of the Senate have, in the expression of their views, been guided by the elementary principle that under normal conditions men may be presumed to intend the probable consequences of the course of action they pursue or the plans they devise. We as practical men are, however, concerned, not so much with the philosophy of motives and intentions, as with probable effects and consequences, and that will be the touchstone which we shall apply to test the character of such measures as may hereafter be brought forward for the reconstruction of this University.

Far be it from me to bring this address of mine to a close on a note of gloom and despair. I do not forget that we have passed through anxious times and that we are still in the midst of what is likely to prove an era of the greatest crisis in the history of this institution. Supremely gifted must be that friend of the University who can see gladsome light through darkness visible, and predict with confidence the result of this clash and conflict of ideals. But when all is said and done, there stands forth unshaken the conviction that our insistent claim for the freedom of the University is a fight for a righteous cause, a fight for the most sacred and impalpable of national privileges. We have this consolation that when we look at the history of the growth and development of seats of learning in the West, the land of Liberty, we find that the cause of freedom and progress has invariably triumphed in the end. We feel consequently encouraged in our tenacious adher-

ence to our ideal, in the belief that determined fight for the Truth is the noblest sport the world affords. Plans for reconstruction, if they are calculated to secure the realisation of our ideal, will meet with an enthusiastic welcome; if they are destructive of our cherished aim, they are bound to provoke strenuous opposition. It is superfluous for me to emphasise that what is at stake in the reconstitution of the University, is the education of all our people within our jurisdiction, and nothing can be more unwise than to force so momentous a measure without full opportunity afforded to them to express their considered opinion, when they have been awakened to a knowledge and care of their own interests. It is a truism to assert that a democratic Government rests on the people and not on the few, on free public opinion and not on authority. There may be those who may scoff at the suggestion that the opinion of the whole is to be preferred to the judgment of the enlightened few. But who will seriously dispute, in these days of reformed constitution, that while individuals are of limited sagacity, the common mind is infinite in its experience? Truth is not to be ascertained by the impulse of an individual; it emerges above the strifes of parties and the conflicts of sects. It acknowledges as its only faithful interpreter the dictates of reason proclaimed by the general voice of mankind. He is the truest friend of the Government, who urges it to proceed with caution and circumspection and with sole regard to the good of the people whose welfare should be its supreme care. For, have we not witnessed that legislative measures,

triumphantly placed on the Statute Book, notwithstanding the deliberate opposition of the people, have been ruthlessly swept away into the limbo of oblivion during the very lifetime of their distinguished framers?

Let it be remembered that there is some subtle salt or secret that keeps Universities alive, that makes them indifferent to fortune or time. No human institution is so permanent as a University. Dynasties may come and go, political parties may rise and fall, the influences of men may change, but the Universities go on for ever as seats of trust and power, as free fountains of living waters and as undefiled altars of inviolate Truth. Have not Oxford and Cambridge outlasted changes of party and of policy ? Have not Paris and Berlin valiantly withstood revolutions that have transformed the faces of their nations, and do they not still exist, stronger than ever before ? Have not Harvard, Yale, Princeton and Columbia outlasted illustrious Presidents of the American Republic ? Have not Benares and Navadwip survived aggressive onslaughts of foreign invasions and devastating floods of foreign culture and do they not still stand forth pre-eminent as monuments of Indian scholarship and civilisation ? Generations of men have lived and died, but Universities have gone on their way, and well-founded they will go on for ever, for no human activity is so permanent as their influence for the betterment of human society and the good of mankind.

Fellow Graduates, you speak of this University as your *Alma Mater*. Do you always realise the

nobility of this commonplace expression? What a singular endearment it voices—our fostering mother—what fine relation is that for a great institution of learning to bear to all those who throughout the years have learned wisdom at her feet and have gone out into the world, sustained by her strength and inspired by her lofty example. Those amongst you who have just been admitted to your degrees, will now enter into the great arena of the world, into the thick of the smoke and dust of its conflict, into the toil and moil of its labours, into the stress and storm of its passions, into the fierce crucible of eternal forces—the mighty touchstone of the Almighty for His creatures by which He puts them to the test. There you will walk into the shadow sometimes, but if you are worthy, just as often in the light. There you will feel the sting of defeat sometimes, but if you are strong, just as often the elation of victory. There you will see with unclouded eyes the weakness, the depravity, the imperfections of human kind, all the naked wretchedness which under the wise decree of Providence is a necessary part of human lot; but oftener, if you are true, will you look upon, in all their splendid proportion, the charity, the kindness and the goodness in human kind—those unconquerable virtues which redeem it, preserve the balance of human happiness and make of human life a broad and stately highway, marked by the milestones of exalted action and reaching into the throne of Heaven. But in whatever sphere your lot may be cast, whatever your hopes and fears, turn back to your *Alma Mater* with filial piety and attach-

ment. Councils will come and go; Ministries will blossom and perish; parties will develop and disappear or change their nature and survive. But your University, my University, will live on for ever, if her children by thousands and ten thousands stand by her with steadfast loyalty and devotion, alike in her days of triumph and affliction. Unalterable is my faith as to her bright future, because I feel she must be a national organisation, self-reliant though bound in service to the nation, adapting herself to the manifold and varying wants of the community, from generation to generation. I call upon you, Fellow Graduates, to join with me, in the words of the warrior poet, in a solemn pledge of eternal devotion to the Spirit of our Motherland, the protecting divinity of our *Alma Mater*.

স্বদেশ আমার! তোমার সেবায় এ ব্রত লইনু আজি-

পূজিতে তোমারে আনিব খুঁজিয়া ধরণীর ধনরাজি।

তুমি যদি চাও প্রাণপ্রিয়ধন—দ্বিধা না জাগিবে মনে

সুধাব না কথা, প্রফুল্লবদনে এনে দেব ও চরণে।

আমার প্রাণের প্রীতি হবে দেবী! তব পূজা-উপচার

অবাধে সকলি সঁপিয়া তোমায়, লইব সেবার ভার।

¶ I vow to thee, my country—
all earthly things above—
Entire and whole and perfect,
the service of my love—
The love that asks no question;
the love that stands the test,
That lays upon the altar
the dearest and the best:
The love that never falters,
the love that pays the price,
The love that makes undaunted
the final sacrifice."
